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ABSTRACT

This training manual is the first in a set of six manuals for Head Start staff compiled in response to numerous requests for effective training materials. The manual begins with a brief overview of the need for training and the philosophy of the resource and training center that prepared the manuals. The manual was prepared to provide workshop material for in-service training by local administrators and coordinators. Workshop modules contain sample agendas directions for group activities, games, mini-lectures, handouts, and references. Warm-up exercises and means for evaluating the training workshops are included. Ten workshops are then outlined with specific information provided on number of people expected to attend, materials needed, expected learner outcomes, agenda, concepts for presentation, and procedures. The manual focuses on (1) management training, which includes workshops on delegation, communication, working together, and budgeting; (2) education-handicap services training, which includes information on individualizing preschool activities, observation and recording, and working with parents of children with special needs; and (3) social services training, which includes workshops on the topics of helping skills, identifying family needs and community services, and improving community services. (PCB)

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Ten Modules in Management, Education/Handicap Services and Social Services

PS 016766

TRAINING MANUAL FOR LOCAL HEAD START STAFF

Part I

Each manual is equipped with workshop modules for Head Start coordinators to use for inservice training. Workshop modules contain sample agendas, directions for group activities, games, mini-lectures, handouts, and references.

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Introduction

During the past two years, the Head Start Resource and Training Center (HSRTC) Specialists have received numerous requests for effective training materials. These requests come from local administrators and coordinators who provide ongoing in-service training for their staff. HSRTC Specialists realize that local program staff do not always have the time or resources needed to develop their own workshops.
The Training Manual for Local Head Start Staff was prepared to provide workshop material for in-service training by local administrators and coordinators.

The ten training modules include:

Management Training

1. Delegation
2. Improving Communication in Your Program
3. Working Together in Head Start
4. Introduction to Budgeting

Education/Handicap Services Training

5. Individualizing Preschool Activities
6. Observation and Recording Skills
7. Working With Parents of Children With Special Needs

Social Services Training

8. Helping Skills
9. Identifying Family Needs and Community Services
10. Improving Community Services

HSRTC Philosophy of Training

These modules reflect the HSRTC philosophy that ample time should be allowed for participants to become involved actively during the workshops. Providing an opportunity to discuss the information that is presented increases the probability that participants will "own" these new ideas. The chance to practice new skills soon after learning them puts participants one step closer to using skills in their day-to-day work.

HSRTC specialists believe that people learn in different ways. Hence, a deliberate attempt has been made to incorporate a variety of teaching techniques: short presentations, role plays, use of audiovisuals, small and large group activities.

Finally, HSRTC supports the concept that training should match the skill needs of individual staff members. Administrators and coordinators must assess staff training needs in order to provide the appropriate learning content. For each session, learner outcomes are enumerated so that coordinators can compare outcomes with assessed staff needs. Thus it can be determined which module would most nearly fit the need.

Warm-Up Exercises

Warm-up exercises fulfill several very important functions:

1. They serve to introduce participants to each other in an interesting way.

2. They establish a group dynamic that says it is okay to talk to each other. This counteracts the expectation that the leader is going to talk at participants the whole time.

3. They provide information that may be the basis on which to continue to get to know each other, e.g. shared interests or problems, common geographic location.

The following exercises can be used to begin the workshop sessions. The session leader is encouraged to adapt and substitute warm-up exercises to maximize the above functions.

WARM-UP #1

Direct the participants to find a person they don't know well and find out three things about that person - include at least one non-work item. After 3-5 minutes, have each person introduce his/her partner and share the three things.

WARM-UP #2

Ask participants to give their name (especially if the group is large and everyone does not remember each other) and state one aspect of their job that they find challenging and interesting. Give participants a few minutes to think about what they want to say.

Summary and Evaluation

It is crucial that the last few minutes of each workshop session be spent in reviewing the learner outcomes, the agenda and specific activities. This should help to reinforce the major concepts.

In addition, it is important that session leaders receive feedback from participants about the effectiveness of the workshop session. This workshop evaluation can be conducted in several ways.

INFORMAL EVALUATION

The session leader can solicit comments regarding the workshop by asking any of the following questions:

- Did you find this session helpful? In what ways?
- Are there related topics that we should address during future in-service training?

FORMAL EVALUATION

The session leader can provide copies of a typed evaluation for each participant to complete at the end of the workshop session. A sample evaluation which can be duplicated is on page 5.

Sample Evaluation

Title of Session: _____ Date: _____

Location: _____ Trainer: _____

To guide us in planning future training sessions, please answer the questions below.

How would you rate the following?

1. CLIMATE SETTING	*very clear*	*clear*	*somewhat clear*	*vague*
a. Preparation of materials (did materials you received prior to session provide clear information about objectives and travel/ registration requirements?)				
	excellent	*just right*	*adequate*	*minimum*
b. Physical arrangement (arrangement of room, availability of necessary equipment, registration materials)				
2. LEARNING OBJECTIVES	*completely*	*partially*	*somewhat*	*minimum*
a. Clearly stated objectives				
b. Objective achievement				
c. Expectations (did session cover your expectations as defined by learning objectives?)				
3. ADEQUACY OF CONTENT	*excellent*	*above average*	*adequate*	*not enough*
a. Quantity of content covered (amount of time & length of session)				
b. Handouts & other materials (clear and useful)				
4. QUALITY OF PRESENTATION	*completely*	*partially*	*somewhat*	*minimum*
a. Trainer was organized and prepared.				
b. Trainer used appropriate and varied training techniques.				
c. Trainer provided an environment that incorporated the experiences of the participants & included opportunities for group participation.				
d. Trainer managed a smooth transition from activity to activity.				
e. Directions & expectations were clear and concise.				

If any factor is rated in column d (*vague, minimum, not enough*), please provide an explanation.

What was of most value to you in this training experience?

What was of least value to you in this training experience?

What other training would you like to receive in this area?

Additional comments would be appreciated.

_____

Signature (optional)

INTRODUCTION

It has been the author's experience that Head Start Directors and Component Coordinators, as well as teachers, often suffer from work overload. The ability to delegate effectively and appropriately can remedy immediate demands for increased person power.

Obviously, if anyone of us could do all the tasks required in our Head Start centers we would not need to delegate. Since there are many varied tasks and time is at a premium, it is necessary and important to delegate certain responsibilities to others. How well we delegate affects the quality of service provided for children and their families.

Delegation is one of the most powerful tools a Head Start supervisor has to work with. It is defined as the act of empowering another to act; to entrust another with authority and responsibility.

The purpose of this module is to explore delegation so that supervisors will be more comfortable, confident and effective in its use.

Delegation

OVERVIEW

This workshop is designed for up to twenty-five (25) people who are supervisors in Head Start. It uses small and large group activities, lecturettes, and the viewing of the film, "If You Want It Done Right". The workshop focuses on the basic principles of delegation and the importance of delegation to the supervisor.

LEARNER OUTCOMES

Participants will:

- describe essential factors in effective delegation
- outline steps to be taken in assigning responsibility, delegating authority and establishing accountability with a subordinate
- explain the arguments most often given by supervisors for not delegating and reasons why some subordinates do not accept delegation
- explain what delegation is not

Page 16 shows where the film can be obtained on loan.

AGENDA

Approximate time for each section: This workshop is usually conducted in one three-hour session.

Introduction	15 minutes	
Quiz	15 minutes	1 hour
Group Discussion	15 minutes	
Lecturette I	15 minutes	
Break	15 minutes	15 minutes
Lecturette II	15 minutes	
Film Introduction	5 minutes	1 hour
Film	20 minutes	
Discussion	20 minutes	
Group Activity	10 minutes	
Discussion	25 minutes	45 minutes
Evaluation	10 minutes	
Total	3 hours	

DELEGATION WORKSHOP

PROCEDURES

Approximate Time	Activities
15 minutes	INTRODUCTION: If time permits, encourage each participant to state his name, position with Head Start, and the number of people he supervises. Invite him to share his reasons for attending the workshop. The concerns that he shares will, it is hoped, fit into the objectives. If they do not, it is important to show what will and will not be covered. Briefly explain purpose, format, and objectives of session.
15 minutes	QUIZ: Pass out the quiz (see page 10) and ask participants to fill in the boxes. After completion of the quiz, show participants how to score (the key is on the back).
15 minutes	GROUP DISCUSSION: Ask each person to discuss his strongest and weakest areas of delegation with his neighbor.
15 minutes	LECTURETTE I: Define delegation; explain the value of effective delegation and distinguish between what delegation is and is not. Ask participants to meet in groups of 2-4 people and make a list of reasons why they do not delegate. Finish by posting responses on flip chart paper.
15 minutes	BREAK
15 minutes	LECTURETTE II: Describe essential factors in delegating. Define the three most important words: Responsibility, Authority, Accountability. Show diagram outlining degrees of delegation (see page 15).
5 minutes	INTRODUCTION TO FILM: This movie was filmed on an ocean freighter which is a long way from a Head Start Program, but it contains all the essential elements of effective delegation. See page 16 for a further description.
20 minutes	FILM: If You Want It Done Right
20 minutes	DISCUSSION: Discuss the film as it relates to these points: • Select the right person for the job • Let him or her know the objectives - why the work must be done • Give a clear description of the job to be done • Anticipate problems, possible delays and pitfalls to be avoided • Explain its relationship to other jobs in progress • Have employees restate complex or unusual assignments • Check work in progress and follow up There is a discussion guide with each film. Become fully acquainted with its contents.

DELEGATION WORKSHOP

PROCEDURES

Approximate Time	Activities
25 minutes	Begin planning for a task to be delegated. Ask participants to think of a task they would like to delegate. Ask them to write down the steps they will take and the controls they will establish to delegate this task effectively.
10 minutes	Summarize and evaluate. See page 4 .

HOW WELL DO I DELEGATE?

For each question check the most appropriate answer.

1. I have to take work home or work late.

___ a. Almost every night
___ b. More often than not
___ c. Occasionally
___ d. Almost never

2. Do I spend more time working on details than on planning and supervising?

___ a. I spend almost all my time working on details
___ b. Working on details takes up somewhat more time than planning and supervising
___ c. I spend relatively less time working on details than on planning and supervising
___ d. I spend almost all my time planning and supervising

3. In projects that I delegate, I overrule or reverse decisions made by my subordinates.

___ a. Almost never
___ b. Occasionally
___ c. Quite a bit
___ d. Almost always

4. I desert subordinates or revoke their authority before they finish a project.

___ a. Almost never
___ b. Occasionally
___ c. Quite a bit
___ d. Almost always

5. Am I interrupted by subordinates who come to me for advice, for decisions, or with questions?

___ a. Very frequently
___ b. Quite often
___ c. Occasionally
___ d. Almost never

6. Do I have unfinished jobs accumulating, difficulty meeting deadlines?

___ a. Yes - an overwhelming problem
___ b. A significant problem but not overwhelming
___ c. Moderately true
___ d. No problem here

7. Do I specify the results I expect from a delegated project or do I specify the tasks to be done?

___ a. Almost always I ask for a result
___ b. More often than not I ask for a result
___ c. More often than not I specify the tasks to be done
___ d. Almost always I specify the tasks to be done

8. Do my subordinates take the initiative in expanding their authority with delegated projects or do they wait for me to initiate all assignments?

___ a. Subordinates constantly seek ways to expand their authority
___ b. Subordinates are relatively aggressive in expanding their authority
___ c. Subordinates self-initiate occasionally but more often than not they wait for me to initiate delegations
___ d. Subordinates wait for me to initiate all assignments

9. I am irritable, tired or worried because of job pressure.

___ a. Never or very seldom
___ b. Occasionally
___ c. Quite a bit
___ d. Almost always

10. When problems arise in a project I have delegated, I ask for my subordinates' ideas.

___ a. Almost always
___ b. More often than not although occasionally I'll handle problems my own way without seeking subordinates' ideas
___ c. Occasionally, although more often than not I'll handle problems my own way without seeking subordinates' ideas
___ d. Almost never

(over)

Scoring Key for Self Quiz

For questions, # 1, 2, 5, 6

a = 8
b = 6
c = 4
d = 2

For questions, # 3, 4, 7, 8, 9, 10

a = 2
b = 4
c = 6
d = 8

A total score of 20-38 indicates healthy delegation;

40-58 shows some areas in need of improvement;

60-80 indicates some serious delegation problems.

Delegation

CONCEPTS FOR PRESENTATION

Lecturette I

We have defined delegation as empowering another to act. What does this really mean?

TOPIC	KEY CONCEPTS TO DISCUSS
Delegation	• Allows another person to make decisions. No actual delegation takes place if your subordinate cannot or will not make decisions. • Decide which things you can do and which should be done by others. No real delegation will occur if you continue to do the delegated tasks periodically. • Know and trust others on your staff to carry out delegated responsibilities. It is impossible to delegate when you do not know if a subordinate can do the task or if you do not trust them to complete it.
Delegation is not:	
Dumping	• Delegation must be accompanied by a statement of the results expected, and then during the performance period the supervisor must provide support, coaching and help, if needed. To be effective, the responsibilities delegated must be meaningful to the subordinate. They must know why the results are important, what their contribution means, and above all, receive feedback on successful completion.
Abdicating Authority	The manager provides perimeters of operation through establishment of certain policies and procedures. The manager ensures that the climate in which subordinates operate is one which helps them achieve.
Loss of Control	• The supervisor ensures that results are on target at certain critical stages. She maintains control by identifying these critical points and arranging for a review.
Avoiding Decisions	• Delegation allows the supervisor to concentrate effort on the most important concerns and to let other decisions be made at point of direct contact. Some questions which require her decision making function include: What results are desired? What problems may arise in achieving these results? How can these results best be achieved? Who should be delegated which tasks? When should progress be reviewed? When should results be achieved?

CONCEPTS FOR PRESENTATION

TOPIC	KEY CONCEPTS TO DISCUSS
Why Supervisors Do Not Always Delegate	• "delegating takes more time than doing it myself" • subordinates lack experience • mistakes are too costly • subordinates have too much to do already
Worker's Resistance to Delegation	Some persons working in Head Start are resistant to requests for additional responsibility. Why is that so? There are several possibilities: • the fear of failure (lack of self-confidence from previous experiences) • work overload - job description unclear; tasks added to other tasks and none taken away • atmosphere surrounding mistakes - if one employee errs and is made a spectacle, others will fear; establishing an atmosphere of support will help all employees realize that when a mistake is made these are handled without blame and recrimination. • poor organization - hectic approach to management makes subordinates suspect that they are being taken advantage of • no positive reinforcement for added responsibilities
Lecturette II	
Essential Factors in Delegating	• a positive attitude about people and their reaction to work • a climate of sharing where subordinates plan their job responsibilities • a commitment by subordinates to the overall goals and objectives of the organization and a willingness to participate in decision making • an effective communication system that keeps subordinates informed so they achieve the desired results
Three Important Words	Three important words used in delegation: Responsibility - the actual duties to be performed Authority - the power and freedom to act Accountability - what results are expected, what time lines will be used, how results will be measured

CONCEPTS FOR PRESENTATION

TOPIC	KEY CONCEPTS TO DISCUSS
When to Delegate	It is best to assign new responsibilities to a subordinate when there is enough time to explain carefully the objectives and discuss the total problem. However, there are emergency circumstances which arise that limit discussion. It is especially vital to stress key points and perhaps write them down as you speak with the person you are delegating to. They might be encouraged to take their own notes and read back to you what is to be done. This is a perfect check on the accuracy of your communication. There is a saying in management circles - "You get what you ask for." When we are disappointed or frustrated with poor performance on a delegated task, perhaps we should ask ourselves - "What did I ask for?"
When <u>not</u> to Delegate	It is <u>not</u> a good idea to delegate when the responsibility is a top priority assigned to you. Some tasks can only be done by the person assigned that responsibility, i.e. personnel appraisal, interviews, etc. Do not make major delegations to brand new employees before small responsibilities have been handled successfully. In order to build up self confidence in our employees, we must design a "series of successes." These are small assignments delegated carefully so that the subordinate learns to succeed and thereby becomes increasingly capable of shouldering difficult assignments. The worst crime we supervisors commit is the set up for failure encouraged by not delegating clearly and carefully.

Degrees of Delegation

	Example	Who	What
1. Requires approval of each step before continuing	Look into problem; Report all facts to me; I'll decide what to do.	new subordinate no experience in this problem area	new topic sensitive issue
2. Asks for recommendations; verbal or written reports	Look into problem; Let me know alternatives; Include pros and cons of each; Recommend ones for my approval	subordinate with strong background in problem area but does not have an overall picture of the program implications	general program problems that may affect several components
3. Asks for report before action is approved or disapproved	Look into problem; Let me know what you intend to do; don't take action until I approve or disapprove	subordinate with experience in working with other components and past positive experience in coordinating activities	problems that require your signature or you will have to defend
4. Asks for report when assignment is finished	Take action; Let me know what you did	experienced, adept effective subordinate	problems not requiring your direct involvement
5. Assigns problems no report	Take action No further contact necessary	highly competent subordinate	problems of minor importance

"IF YOU WANT IT DONE RIGHT" from Roundtable Films. 20 minutes. Color

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"If You Want It Done Right" . . . provides excellent instructional value, presented with dramatic realism. Its action takes place aboard an ocean freighter, offering a refreshing, out-of-the-office point of view of the critical problems faced by every supervisor.

Audience attention is closely held as trouble develops in the rush to meet a crucial deadline. Time is short. The ship must sail within hours. Cargo and groceries must be loaded. Uncalculated delays cause tempers to become short. Misunderstood work assignments cause more delays and even shorter tempers. Leadership is at stake . . . and so is the ship's reputation and profitability.

This film relates directly to you and your organization. Its setting is uniquely interesting as well as being analogous to every business background. Its content has an all inclusive frame of reference.

"If You Want It Done Right" is available from:

Roundtable Films, Inc.
113 North San Vicente Boulevard
Beverly Hills, California 90211

Purchase - $400; Rental - $60; and 2-day Preview - $20.

Write for further details.

No. 2 Improving Communication in Your Program

OVERVIEW

This workshop is designed for up to 30 people. It requires approximately 3 hours and utilizes individual, small group and large group activities and the viewing of the film, "More Than Words." It is designed to be used as the first step in a program's effort to improve communication among staff. In this workshop participants should come to an understanding of some principles of communication. The next step involves the daily practice of these communication principles.

LEARNER OUTCOMES

The participant will be able to:

- Discuss the concept of communication
- List several factors which enhance communication
- List several factors which stifle communication
- Analyze communication in case situations

AGENDA

- A Presentation on Communication
- The Importance of Listening
- Factors that Influence Communication
- Analyzing Communication in Situations

Improving Communication in Your Program

PROCEDURES

Approximate Time	Activities
15 minutes	Opening. Use a warm up from page 3. Briefly explain agenda and participant outcomes for the session
10 minutes	Handout & discuss Fundamentals of Communication See page 19 Handout #1, page 30.
15 minutes	Show the film, "More Than Words". See page 20
10 minutes	Discuss the film. See page 20
10 minutes	Introduce listening. See page 21
5 minutes	Lead Individual activity, "Listening Checklist and Ten Keys to Better Listening" Handouts #2 & 3 (See pages 31 & 32)
20 minutes	Lead Small group activity, "Active Listening". (See page 25)
15 minutes	Discuss "Active Listening" activity (See page 25)
10 minutes	BREAK
5 minutes	Conduct "Participation" demonstration (See page 25)
15 minutes	Discuss "Participation" demonstration (See page 26)
30 minutes	Lead Small Group Activity, "Analyzing Communication in Situations" (See page 27) Handout #4, pages 33-36
15 minutes	Have Presentations from small groups (See page 27)
15 minutes	Summarize and evaluate (See page 28)

Fundamentals of Communication

CONCEPTS FOR PRESENTATIONS

Distribute a copy of Fundamentals of Communication, Handout #1 (page 30), to all participants.

TOPIC	KEY CONCEPTS TO DISCUSS
Communication is perception	It is the recipient who communicates. The so-called communicator, the person who emits the communication, does not communicate. He utters. Unless there is someone who hears, there is no communication.
Perception is not logic.	Perception is experience. One cannot perceive specifics They are always part of a total picture. The silent language, that is,the gestures, the tone of voice, and the cultural and social referents, cannot be dissociated from the spoken language.
Communication is expectation.	We perceive what we expect to perceive. We see largely what we expect to see; we hear largely what we expect to hear ..... The unexpected is usually not received at all.
Communication makes demands.	Communication always demands that the recipient become somebody, do something, or believe something.... If communication fits in with the aspirations, the values, the purposes of the recipient, it is powerful. If it goes against his aspirations, his values, his motivations, it is likely not to be received at all or, at best, to be resisted.

Source: Peter F. Drucker. Management: Tasks, Responsibilities, Practices. New York: Harper and Row, 1974

More than Words

DIRECTIONS FOR SHOWING THE FILM

Introduce the film "More than Words" by telling participants that it will serve as an introduction to the communication discussion and activities that will be a part of this workshop. Ask participants to think of the communication systems in their local program as they view the film.

Show the film.

DISCUSSION OF FILM

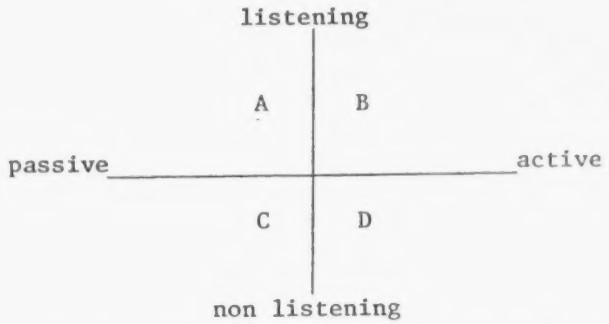
QUESTION	KEY CONCEPTS TO DISCUSS
Why do we communicate?	We use communication to get understanding, acceptance, and action from others.
Why is communication so often a problem for organizations?	The number of links that a simple communication may pass through can be a problem. The number of people involved in communications in your program can also be a problem.
What is the communication system in your program? Is it effective? Why or why not?	This workshop can serve as a program's first step to improving communication.

Note: For programs unable to obtain the film, More Than Words, the trainer may substitute any good film on communication theory, or the trainer may conduct a general discussion on communication emphasizing the same key points. Readings from the bibliography would be helpful to prepare the trainer to lead such a discussion.

CONCEPTS FOR PRESENTATION

TOPIC	KEY CONCEPTS TO DISCUSS
Display listening paradigm	Reproduce the listening paradigm on flip chart paper or blackboard for lecture and group discussion:

Listening Paradigm



Definitions	Define the four quadrants of passive listening, active listening, passive non listening, active non listening. Refer to the appropriate quadrant of the paradigm as each quadrant is defined.
Quadrant A Passive Listener	Quadrant A - Passive Listener. The passive listener is "there" and she is "with it." There may be a number of nonverbal signs of acceptance such as a leaning forward, slight head nods, smiles, etc., that let the speaker know that it is all right to talk.
Quadrant B Active Listener	Quadrant B - Active Listener. Many authors have been concerned about the role of the active listener - one who is actively involved in helping another person identify and clarify his problems, his beliefs, and his value system. In many respects, the active listener can be equated to an excellent dancing partner who seems to feel the rhythm of the conversation and moves accordingly. Nonverbally, the active listener will probably lean forward and maintain more than the usual amount of eye contact during the conference (Knapp, 1972). Verbally, she will reflect back to the speaker the feelings she hears expressed and may try to reverbalize important and complex statements with "I hear you saying...." to test her perceptions. This type of listening is hard work.
Quadrant C Passive Nonlistener	Quadrant C - Passive Nonlistener. The passive nonlistener often seems to "hear" what is being said but is not involved in listening to the feeling content of the messages. This posture can be frustrating to the one who is trying to communicate with another person.

(continued ....)

For example: Wife: I'm so tired. I've been to four stores today trying to find material for a new dress. You're not listening.

Husband: (folding the newspaper). You said you've been to four stores looking for material for a new dress.

While the content was accurate, the husband missed his spouse's feelings of fatigue and frustration. She really could not argue that he was not listening because he was able to parrot back most of her words accurately; however, no real communication took place. There are two people physically in the same room, one who is trying to send messages in order to alleviate some feelings and the other who is submerged in his own thoughts.

Quadrant D Active Nonlistener

Quadrant D - Active Nonlistener. There are at least two types of active nonlisteners and a number of variations of the two. One type of active nonlistener is the "Cocktail Party" and the other is the "Wipe-Out Artist."

Almost everyone has had the experience of being at a social gathering where a great deal of talk was going on with virtually no listening. People talk <u>to</u> each other but seldom <u>with</u> each other.

Mrs. Smith: We're so glad you could come. I heard you were out of town.

Mrs. Jones: We just got back. We were attending my aunt's funeral in California.

Mrs. Smith: California is so pretty this time of year. We were at Disneyland last spring. I enjoyed it so much.

Mrs. Jones: We were in Albuquerque last spring. Oh, there's Ruby. I must tell her about the Squash Blossom necklace I found.

Neither person is particularly interested in what the other person has to say. Usually each waits politely for the other to finish a sentence and then talks.

The "Wipe-Out Artist" is probably the most exasperating type of active nonlistener. This type of nonlistener unravels the outer threads of the story and never allows the theme of the story to be unfolded. She appears to be actively attending but actually reacts to the incidentals of the message. This can be especially frustrating if one is trying to relate a situation in which one is emotionally involved or feels strongly about. With a little practice almost anyone can become an expert in active nonlistening.

(continued....)

People do not fit neatly into one of the four quadrants. Most move from quadrant to quadrant depending on the situation; However, there is probably a propensity to be consistently more of one type than another.

Taken from: Communication WITH PARENTS OF EXCEPTIONAL CHILDREN: IMPROVING PARENT-TEACHER RELATIONSHIPS, "Listening to Parents" by Rober L. Kroth, Love Publishing Company, Denver, Colorado, 1975.

Listening paradigm

Our listening can be placed into one of the 4 quadrants. These quadrants represent descriptive definitions only. No attempt has been made to attach value judgements to the various quadrants.

Personal listening

All of us need to be aware of how we listen, (which area of the quadrant describes our listening) and to know that we are listening in a way that is appropriate for the situation.

Check Your Listening Habits • Ten Keys to Better Listening

DIRECTIONS FOR INDIVIDUAL ACTIVITY

Distribute a copy of the Listening Checklist, Handout #2, (page 31)to each participant. Instruct them that here is a 60-second test that will give them an idea of whether they have any bad listening habits. Circle Y if you think the answer is Yes, N if it is No.

After participants have completed the check of their listening habits, distribute: Ten Keys to Better Listening, Handout # 3 ,(page 32)

DISCUSSION OF INDIVIDUAL ACTIVITIES

Questions	Key Concepts to Discuss
Did you discover you had any bad listening habits?	Identifying bad listening habits is the first step to eliminating them.
What can you do about bad listening habits?	Being a good listener is hard work and will take effort and practice to achieve.

Active Listening

DIRECTIONS FOR GROUP ACTIVITY

Break the total group into five small groups. Have participants count out loud 1-5 and assign areas of the room for each group. On the flip chart in the front of the room write a statement to be discussed by the small groups. Use only one statement. Each small group will be discussing the same statement.

The intent of the statement is to generate conversation. The statement used in this exercise should be of interest to the group. The more controversial the statement is the more effective the exercise will be.

Examples of statements to be used are:

The most important aspect of Head Start is its effect on families.

The expansion of Head Start to include many more children has resulted in a dilution of services to all Head Start children.

Parent designed activities are not always developmentally appropriate for young children.

Tell participants within their small group, "You are asked to share your feelings about this statement. However, before each person can speak she/he must summarize what the previous speaker has said to the satisfaction of the latter. The person who begins will summarize what the last person said so everyone participates fully in the exercise."

DISCUSSION OF ACTIVE LISTENING EXERCISE

QUESTION	KEY CONCEPTS TO DISCUSS
What were some of your feelings and perceptions as you participated in this exercise?	• Active listening requires effort. • What we think someone said is not always what they said. • Emotions affect listening. • People often want to express themselves when they know they will be actively listened to.

Participation Demonstration

DIRECTIONS FOR DEMONSTRATION

Place two chairs and a flipchart with marker or blackboard (to list factors) in front of the group, or off to the side of the group.

Tell participants, "A demonstration is going to be conducted before the group for which two volunteers will be needed. Who will volunteer?" * Then ask the volunteers to be seated in the chairs at the front (or off to the side). As soon as the volunteers take their seats, announce to the group that the experiment has just been completed.

Note: *Be patient. It may take a few minutes before 2 people volunteer.

DISCUSSION OF DEMONTRATION

QUESTION	KEY CONCEPTS TO DISCUSS
Why did you decide to volunteer?	• the feelings people were experiencing as they were deciding whether or not to volunteer.
Why didn't you volunteer?	• the factors that influenced their decision - both those who volunteer and those who did not. • in communicating, as in volunteering, people choose to participate or not to.

Adapted from:

Doria, Susan, Where are the Parents? Model Workshop. NAEYC 1978 Convention.

Analyzing Communication in Situations

DIRECTIONS FOR GROUP ACTIVITY

Divide participants into small groups of five or six. Give each group a case situation, Handout #4 (Page 33). Tell participants each group has a sample of a communication situation common to Head Start. First, decide as a group if the situation shows positive or negative communication. Second, decide how positive or negative the situation is and give it a numerical rating.* At the end of the exercise a spokesperson for the group will read the situation, report the group's rating and tell why the group rated the situation as they did.

*How the numerical rating reads:

MOST NEGATIVE				NEUTRAL			MOST POSITIVE	
-4	-3	-2	-1	0	+1	+2	+3	+4

DISCUSSION OF GROUP ACTIVITY

TOPIC	KEY CONCEPTS SHARED AND DISCUSSED
Positive or Negative communication	Emphasize that these case situations are very similar to everyday occurrences in Head Start Programs.

Adapted from an exercise by:

Nancy Goldsmith, State Training Officer, Head Start
Bi-State Training Office, University of Maryland.

SUMMARY AND EVALUATION

TOPIC	KEY CONCEPTS TO DISCUSS
Summary	Review that during the day participants: • discussed communication theory • practiced some communication techniques • analyzed case situations • The workshop is just a beginning step in improving communication in your program. • That clear, effective communication is hard work and that to accomplish results all staff will need to strive to implement good communication principles. • Improving communication is hard work and will require the continued efforts of all staff.
Evaluation	Allow participants to discuss the activities and their reactions to the workshop.

BIBLIOGRAPHY/REFERENCES

Drucker, Peter F. "Management: Tasks, Responsibilities, Practices." New York: Harper & Row, 1974.

Peter Drucker's book is a classic in the field of management training.

Flesch, Rudolf. "How to Write, Speak & Think more Effectively," Harper & Row, New York, New York, 1960.

Rudolf Flesh describes his book as, "Your Complete Course in the Art of Communicating." It's an easy to read paperback that has many helpful hints for anyone working on improving their communication skills.

Gordon, Tom. "Leadership Effectiveness Training." Wyden Books, 1977.

This book has excellent chapters on and examples of the four quadrants of the listening paradigm.

Kroth, Roger. "Communicating with Parents of Exceptional Children", Improving Parent, Teacher Relationships, Love Publishing Company, Denver, Colorado, 1975.

This book contains excellent information on listening. It is especially relevant to those who want to improve their listening ability when relating to parents.

Handout #1

FUNDAMENTALS OF COMMUNICATION

Communication is perception. It is the recipient who communicates. The so-called communicator, the person who emits the communication, does not communicate. He utters. Unless there is someone who hears, there is no communication . . . . .

Perception is not logic. It is experience. One cannot perceive specifics. They are always part of a total picture. The silent language, that is, the gestures, the tone of voice, and the cultural and social referents, cannot be dissociated from the spoken language. . . . .

Communication is expectation. We perceive what we expect to perceive. We see largely what we expect to see; we hear largely what we expect to hear. . . . The unexpected is usually not received at all. . . . .

Communication makes demands. It always demands that the recipient become somebody, do something, or believe something. . . . If communication fits in with the aspirations, the values, the purposes of the recipient, it is powerful. If it goes against his aspirations, his values, his motivations, it is likely not to be received at all or, at best, to be resisted.

Source: Peter F. Drucker. Management: Tasks, Responsibilities, Practices. New York: Harper and Row, 1974.

Handout #2

LISTENING CHECKLIST

Distribute a copy to all participants. Instruct them that here is a 60 second test that will give you an idea of whether you have any bad listening habits. Circle Y if you think the answer is Yes, N if it is No.

1. You think about four times faster than a person usually talks. Do you use this excess time to think about other things while you are keeping general track of the conversation? Y N

2. Do you listen primarily for facts, rather than ideas when someone is speaking? Y N

3. Do you go out of your way to avoid hearing things you feel will be too difficult to understand? Y N

4. Can you tell from a person's appearance and delivery that he won't have anything worthwhile to say? Y N

5. When someone is talking to you, do you try to make the person think you are paying attention when you are not? Y N

6. Do certain words, phrases, or ideas prejudice you so that you cannot listen objectively? Y N

7. Do you deliberately turn your thoughts to other subjects when you believe a speaker will have nothing particularly interesting to say? Y N

8. When you are listening to someone, are you easily distracted by outside sights and sounds? Y N

If you answer "NO" to all of the questions, you are a rare individual--perfect listener. Every "YES" means you are guilty of a bad listening habit -- and may be passing up chances of learning something.

Source Unknown

Handout #3

TEN KEYS TO BETTER LISTENING

1. Recognize how important listening is to you and your job.
2. Try to relax when you feel tense. This makes communicating easier.
3. When you are impatient to get something off your chest, count to 10 - - then listen some more.
4. If you find yourself preoccupied, use empathy to force yourself to listen.
5. Tell yourself you're interested in what the other person is saying. Remember -- self-centered people are poor listeners.
6. Judge the worth of what you have heard after you have heard it.
7. Ask the other person for ideas. Do not be unwilling to listen.
8. Don't doodle or try to do two things at once. Concentrate on what is being said.
9. Don't listen to only what the speaker says, listen to what he means.
10. If you honestly can't listen to someone, tell them so and schedule a time to get together when you can listen.

Source Unknown

Handout #4

Directions: Cut along dotted lines.

Rating	Most Negative				Neutral				Most Positive
	-4	-3	-2	-1	0	+1	+2	+3	+4

Case Study 1 — Parent Involvement coordinator and director are discussing a handicapped child who wears braces and who will be admitted into the program. The director says:"let's talk with the bus driver to decide the best way to work the child into the bus route."

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 2 — The bus drivers meet as a group with the director every two months to discuss problem situations.

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 3 — A regularly scheduled monthly meeting is held at which time the cook and teaching staff meet and discuss the past menus. They also decide about any necessary changes.

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 4 — The cook is invited to have lunch with the teaching staff and children on a regular basis.

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 5 — Director prepares the budget for the coming year. She meets with the staff on priority spending. She then calls the Policy Council for approval.

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 6

In hiring new education teaching staff, director and education coordinator screen applicants and determine three equally qualified applicants. Policy Council personnel committe interviews the three applicants and selects one of them.

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 7

It is the beginning of the school year and the teacher is having group time in one corner of the room. One child is busy in another corner. Parent volunteer walks over to child, takes him by the arm and ushers him to the group. As the child sits down, complaining, the parent volunteer puts her finger to her lips and makes a "shushing" sound.

The teacher shortens the group time that day, allowing children to choose the learning center they want to work in. However, that afternoon, she asks the parent volunteer to remain for a time after the children have left. At this time she introduces and they discuss one principle of the Responsive Model: free choice. The teacher explains that the children are free to explore the classroom for as long as they wish, and that they learn from everything they do, because the classroom is arranged in this way. No one activity is necessarily more beneficial than another at any one time.

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 8

Two children are fighting and punching each other in one corner of the classroom. The teaching assistant puts a hand on the shoulder of each boy.

Assistant: "I can't allow you to do this in the classroom because you might hurt each other or someone else. Do you want to tell me what you are fighting about and how it started?"

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 9

The teaching assistant picks up after the teacher has finished teaching a group lesson at the end of the day. The children have left. A program advisor arrives. The teacher and program advisor discuss the progress of the students and use of the materials.

-4 -3 -2 -1 0 +4 +3 +2 +1

Case Study 10

A four year old boy is upset by his mother's departure. Expression on his face, body posture and withdrawal from activity indicate his feelings.

Soon he wanders aimlessly and cries. He makes a great effort not to make his crying audible. Teacher Assistant becomes aware of his upset and leads him to a puzzle at a table.

During the next 1/2 hour other than words of comfort, no other techniques are used and the child sits in a kind of forlorn disinterest.

Teacher has been somewhat involved with other children--now walks over (body posture aggressive) speaks to the Teacher Assistant.

"I'll take care of this." - then to the child, "what you need is a kleenex."

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 11

The teacher and assistant have working relationship in the classroom whereby, at the end of the day, each feels free to discuss or constructively criticize the teaching behavior of the other during that day. The teacher also has made it clear that if something with immediate consequences should occur, she may have to interrupt immediately instead of waiting until the end of the day to discuss it.

One day the teacher overhears the assistant helping a child with his math workbook. She sees the assistant is giving some misinformation to the child on one problem which may later confuse him when it comes time to learn the next concept.

The teacher interrupts the assistant and child and says,

"Another way to work this problem would be _____."

At the end of the day, the teacher and assistant discuss the process involved.

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 12

Teacher to Assistant: "Make sure James picks up before he leaves."

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 13

At the end of the school day, the children, teacher and assistant put the chairs on top of the desks, put away materials, clean the sink area, straighten books, etc. When the children leave, the teacher and assistant sit down together and plan what materials will be put out for the next day, and what the choices will be, etc. When the Program Assistant comes in to discuss the reading and math progress of the children, the teacher and assistant sit down with her and compare their observations of individual students.

-4 -3 -2 -1 0 +1 +2 +3 +4

Case Study 14

A math consultant is visiting a first grade classroom, expecting to talk with the teacher. The teacher takes the consultant to a corner of the room where the teaching assistant is working.

Teacher: "Mr. Morgan, this is the teaching assistant, Mrs. Smith. She is skilled in introducing math concepts to the children, and will be meeting with us."

-4 -3 -2 -1 0 +1 +2 +3 +4

No. 3 Working Together in Head Start

OVERVIEW

This workshop is designed for Head Start staff, parents, and community representatives who work together in delivering Head Start services to children and their families. It requires approximately three hours and is designed for up to 30 participants.

LEARNER OUTCOMES

The participants will be able to:

- List six steps programs can take to improve component coordination
- Describe the value of group planning and problem solving
- State at least one strategy they will use to improve working together in their local program

AGENDA

- The Integration of Head Start Components
  (filmstrip and discussion)
- Brainstorming ideas to enhance working together
- Group Problem Solving
- Developing Individual Contracts

PROCEDURES

Approximate Time	Activities
15 minutes	Briefly explain learner outcomes and agenda in the session. Select and use a warm-up from page 3.
20 minutes	Show Slide Tape Presentation, "The Integration of the H.S. Components" See page 39.
20 minutes	Discuss the slide tape presentation. See page 39.
20 minutes	Brainstorm with the total group. See page 40.
15 minutes	BREAK
30 minutes	Lead small group activity - "Group Problem Solving" See page 41 Distribute Handout #1 (page 45)
15 minutes	Discuss the "Group Problem Solving" activity. See page 41.
10 minutes	Summarize the workshop. See page 43.
15 minutes	Develop individual contracts. See page 42. Distribute Handout #2 (page 46)
5 minutes	Discuss individual contracts. See page 42.
10 minutes	Evaluate the workshop. See page 43.

The Integration of Head Start Components

DIRECTIONS FOR SHOWING SLIDE TAPE

Introduce the slide tape presentation, "The Integration of Head Start Components" by asking participants to keep these questions in mind:

- Why is integration a problem for so many Head Start programs?
- What are the steps toward achieving an integrated Head Start program?
- What are the advantages of an integrated delivery of services?

Show the slide tape.

Before beginning discussion, list the six steps toward achieving an integrated Head Start program on a flipchart or blackboard for the group to view.

DISCUSSION OF SLIDE TAPE

Question	Key Concepts to Discuss
Why is integration a problem for so many Head Start programs?	The structure of the Head Start program is divided into component areas with distinct responsibilities. The fact that many staff have assumed dual roles.
What are the six steps toward achieving an integrated Head Start Program?	The six steps are: 1. team committement 2. role clarification 3. communication 4. coordination 5. collaboration 6. integration Be sure each participant understands what is required at each step. Refer back to slide tape if necessary.
What are the advantages of an integrated delivery system?	An integrated delivery model assures better services to Head Start children and their families. It also helps to prevent the duplication of services.

Discuss any additional questions or concepts which participants feel are relevant to the slide tape.

Brainstorming—Total Group Activity

DIRECTIONS FOR GROUP ACTIVITY

Quickly brainstorm with the total group ideas that will help groups work together. List all ideas on a blackboard or flip chart paper. (See samples below) If the group is larger than 20, break into groups and have each group brainstorm, and then share their lists.

The purpose of this brainstorming activity is to generate a number of examples of enhancing activities. Therefore, all ideas are to be recorded without criticism from anyone.

SAMPLE

IDEAS THAT ENHANCE WORKING TOGETHER

1. regularly scheduled team meetings
2. shared training experiences for parents and staff
3. retreats
4. well written plans
5. frequent communication
6. an MBO management system
7. generally well organized operation
8. clear job descriptions
9. newsletters
10. social activities

DISCUSSION OF GROUP ACTIVITY

Question	Key Concepts to Discuss
How can you use this information to help your program?	Stress that by having so many ideas presented participants should incorporate into their program ideas that will help them and others in working together.

Group Problem Solving

DIRECTIONS

Divide the large group into small groups of 5-7 members each. Tell the groups to pretend that lutts and mipps represent a new way of measuring distance, and that dars, wors, and mirs represent a new way of measuring time. A man drives from Town A through Town B and Town C, to Town D. The task of your group is to determine how many wors the entire trip took. You have 20 minutes for this task.

You will be given cards containing information related to the task. You may share this information orally, but you must keep the cards in your hands throughout.

Distribute the task cards randomly among group members. The task cards are made from handout # 1 on page 45. Be sure that each small group receives a complete set of cards (13). Some group members will have two or three cards.

DISCUSSION OF GROUP PROBLEM SOLVING

Question	Key Concepts to Discuss
What were your feelings and thoughts during this exercise?	The only way the problem could be solved was for everyone to share their unique piece of information. Their feelings about having a piece of information to contribute to the group. The need to get the group organized to solve the problem. Stress the importance of having a plan to solve the problem.
How does this sharing of information relate to your work in Head Start?	In Head Start every member of the group-staff, parents and administrators-all have crucial information to share. To achieve the goal of an integrated program, they must share this information and plan together.

Individual Contract

DIRECTIONS

Distribute an Individual Contract Form to each group member, Handout #2, page 46 . Explain to the participants that the purpose of this exercise is to help them reflect on the workshop and to assist them in planning ways they will use what they've learned.

DISCUSSION OF INDIVIDUAL CONTRACTS

Question	Key Concepts to Discuss
What is the purpose of the contract?	The development of an individual contract provides an opportunity to process the information from the training session and integrate into local program operation.
If you follow your contract, will it really make a difference?	An integrated Head Start program is the end product of many people working together, but it begins with each Head Start staff person working towards an integrated plan and delivery of services.

Summary and Evaluation

Topic	Key Concepts to Discuss
	In order to help the group reflect on the workshop ask them to discuss the workshop.
Evaluate	Discuss the workshop. Allow participants to evaluate and comment on the experiences.
Review	Review that during the session participants: • Saw and discussed a slide tape on the integration of Head Start components • Brainstormed ideas of ways to improve working together • Practiced problem solving and planning in a group
Conclude	Conclude by stressing: • The workshop is just a beginning step in improving working together in program planning and operations. • That each participant should identify strategies that he/she will take to accomplish this goal. The Individual Contract will help this goal.

REFERENCES

Pinkstaff Donna and Cansler, Dorothy. The Integration of Head Start: A Materials Manual. Chapel Hill Training - Outreach Project Chapel Hill, North Carolina.

Pinstaff, Donna and Cansler, Dorothy.

"Integration of Head Start Components" a slide tape presentation. Chapel Hill Training-Outreach Project, Chapel Hill, North Carolina. This slide tape presentation may be borrowed from the Region III Head Start Resource and Training Center by Head Start Programs in Region III. To obtain information on purchasing the slide tape contact:

The Chapel Hill Training-Outreach Project
Lincoln Center
Merritt Mill Road
Chapel Hill, North Carolina 27514

GROUP PROBLEM SOLVING

Handout # 1

Type each of the following sets of questions and answers on individual index cards. Distribute the cards randomly among group members.

How far is it from A to B?
It is 4 lutts from A to B.

How far is it from B to C?
It is 8 lutts from C to D.

What is a lutt:
A lutt is 10 mipps.

What is a mipp?
A mipp is a way of measuring distance.

How many mipps are there in a mile?
There are 2 mipps in a mile.

What is a dar?
a dar is 10 wors.

What is a wor?
a wor is 5 mirs.

What is a mir?
A mir is a way of measuring time.

How many mirs are there in an hour?
There are two mirs in an hour.

How fast does the man drive from A to B?
The man drives from A to B at the rate of 24 lutts per wor.

How fast does the man drive from B to C?
The man drives from B to C at the rate of 30 lutts per wor.

How fast does the man drive from C to D?
The man drives from C to D at the rate of 30 lutts per wor.

TASK CARD

Pretend that lutts and mipps represent a new way of measuring distance, and that dars, wors, and mirs represent a new way of measuring time. A man drives from Town A through Town B and Town C, to Town D. The task of your group is to determine how many wors the entire trip took. You have 20 minutes for this task.

You will be given cards containing information related to the task. You may share this information orally, but you must keep the cards in your hands throughout.

Taken from: Pfeiffer, J. William and John E. Jones, A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING, VOLUME II. La Jolla, University Associates '74

Handout #2

INDIVIDUAL CONTRACT FORM

GOAL:

To improve cross component coordination in my program.

OBJECTIVE:

Strategies	Timeline

OBJECTIVE:

Strategies	Timeline

No. 4

Introduction to Budgeting

OVERVIEW

This workshop is designed for Head Start parents and staff who develop budgets and make spending decisions, but who have no previous training in budgeting. It should prove especially helpful to parents who are members of the Policy Council. It requires approximately three hours and is designed for 20-25 participants. This workshop does require that the workshop leader have some knowledge of the principles of budgeting and experience working with the Head Start budget.

LEARNER OUTCOMES

The participant will be able to:

- List expenses in a personal budget
- Compare expenses in a personal budget with the categories of expenses in a Head Start budget
- Compare actual and planned expenditures in a case study and use this information in making decisions.

AGENDA

- The Importance of Planning
- Individual Budget Exercise
- The Head Start Budget
- Ideas for Building a Better Budget
- The Importance of Budget Monitoring

Introduction to Budgeting

PROCEDURES

Approximate Time	Activities
15 minutes	Briefly explain agenda and learner outcomes for the session. Select and use a warm up from page 3.
20 minutes	Lead Small Group Activity,"The Importance of Planning" See page 49. Distribute handout #1 and 2, (pages 59 & 60).
10 minutes	Discuss budgeting terminology. See page 50.
15 minutes	Lead Individual Budget Exercise, "Identifying Expenses" See page 51. Distribute handout #3 .(page 61).
15 minutes	Discuss Individual Budget Exercise. Handout #4, page 62.
15 minutes	Present Head Start budget categories. See page 53. Distribute handouts #5 & 6 (pages 63 - 65).
10 minutes	Discuss "Ways to Build a Better Budget" See page 54 Distribute handout #7 (page 66).
15 minutes	BREAK
15 minutes	Present, Budget Monitors. See page 55. Distribute handout #8 (page 67).
30 minutes	Lead Small Group Activity. See page 56 "Budget Monitoring" Distribute handouts #9 & 10 (pages 68-70).
15 minutes	Discuss budget monitoring activity. See page 56
15 minutes	Summarize and evaluate. See page 57.

The Importance of Planning

SMALL GROUP ACTIVITY/LOST ON THE MOON

DIRECTIONS FOR ACTIVITY

Divide all participants into small groups of four or five. Distribute handout # 1 (page 59), "The Importance of Planning, Lost on the Moon Exercise." Tell participants to pretend that they are in a spaceship headed for the moon. Mechanical difficulties forced your ship to crash-land 200 miles from the moon. The rough landing damaged much of the equipment abroad. Since survival depends on reaching the moon, they must decide on the 15 most critical items to take with them. Their task is to rank the 15 items listed in terms of importance. Place number 1 by the most important item, number 2 by the second most important item and so on through number 15, the least important. The group must reach consensus on each of the rankings.

After the groups have completed their rankings, distribute Handout # 2, (page 60) Lost on the Moon Scoring Key and allow participants to compare their rankings with the ones provided by NASA.

DISCUSSION OF GROUP ACTIVITY

Questions	Key Concepts to Discuss
What happened in your group as you attempted to reach a consensus ranking?	The need to get the group organized to solve the problem The difficulties that arose in trying to reach consensus That by sharing opinions, the result for the entire group is better than if each member worked on the exercise alone.
How does this relate to developing a Head Start program budget?	The process demonstrated in the activity is similar to the process Head Start budget committees follow as they finalize the program budget The key to good budgeting is good planning.

CONCEPTS FOR PRESENTATION

TOPIC	KEY CONCEPTS TO PRESENT
Money	• Money is the essential element in a budget. • A budget is a plan on how to spend money. • People often get emotional when making decisions involving money.
Income	Income is the amount of money from all sources coming into a family or into a program. For Head Start programs, the income is determined and stated in the notice of grant award.
Expenses	Expenses are all of the things that must be paid for. This will be discussed later in the workshop and is covered for Head Start programs by handout #6, Head Start Budget Categories (pages 64 - 65).
Budget Relationship	For a balanced budget the expenses must equal the income.
Planned Expenses and Actual Expenses	All budgets are a plan of expenses and income for the year. Of course, circumstances change and costs fluctuate so that what was planned to be spent and what actually was spent may differ. Throughout the program year, expenses are continually tracked to compare planned and actual expenses.
Cuts	In a budget if the expenses exceed the income, adjustments (cuts) need to be made to lower expenses.

Identifying Budget Expenses

DIRECTIONS FOR INDIVIDUAL EXERCISE

Explain that this will be an individual exercise. Distribute a copy of handout #3, The Individual Expense Record (page 61). Each person should list all the types of expenses in his/herlife. Explain that this is an individual activity meant to help participants identify personal expenses. Explain that no one needs to list any expenses is considered confidental in nature.

DISCUSSION OF INDIVIDUAL EXERCISE

Have several volunteers read their list of expenses to the whole group. Many participants may identify expenses that they have forgotten to list on their Individual Expense Record.

Question	Key Concept to Discuss
How many people can now identify more expenses than they had recorded on their Individual Expense Record	The need to accurately identify all expenses. One of the most frequent errors in developing a budget is not identifying all expenses. Then, the budget cannot function as a planning and management tool. It's useless. Once again stress the importance of careful planning in developing a budget.
How does this relate to the Head Start budget?	For Head Start budgets to complete their planning and management functions, they must accurately list all the expenses of the program.

Personal Budget Form

DIRECTIONS FOR INDIVIDUAL EXERCISE

The Personal Budget Form, handout #4 (page 62), is designed for participants who want to develop a personal budget. It is intended to be used at home as an extension of the training session and as a means for participants to process the information from the session and integrate it into their daily lives.

For some participants, it will be very difficult to identify their expenses. The following is suggested for those having this difficulty. For one week, carry a notebook and record each time money is spent and what was purchased. The information gathered and the information on the Individual Expense Record can then be used in completing the Personal Budget Form.

The session leader may also want to be available to provide individual technical assistance to participants who express a need in completing the Personal Budget Form.

Head Start Budget Categories

CONCEPTS FOR PRESENTATION

TOPIC	KEY CONCEPTS TO PRESENT
Part III Budget Information	
Distribute copies of handout #5, (page 63) Part III Budget Information of the 4 part Health and Human Services Grant Application Package.	Explain that this is a portion of the official form, Part III Budget Information and part of the 4 part Grant Application Package. Explain that this is the form used to summarize all the work and planning of the Budget Committee. All Head Start programs submit their final budget on this form to the Administration for Children, Youth, and Families (ACYF).
Head Start Budget Categories	
Distribute copies of handout #6 (page 64), Head Start Budget Categories.	Discuss the Head Start Categories using the form. Be sure all participants understand what each category includes. Stress that all Head Start expenses must fit into one of these categories.

Ideas for Building a Better Budget

DIRECTION FOR GROUP DISCUSSION

Distribute Handout #7 (page 66), Ideas for Building a Better Budget, to participants. Read the handout aloud. Ask participants what ideas they have to add to the list on building a better budget. Write all the ideas on a chalkboard or flip chart so that they can be seen by all participants.

Budget Monitoring

CONCEPTS FOR PRESENTATION

TOPIC	KEY CONCEPTS TO DISCUSS
Usefulness of budget monitoring	The usefulness of a budget as a monitoring tool is to track actual expenses and planned expenses. This information is used in making program spending decisions.
Budget Monitoring Forms	There are many functional forms to track actual program expenses, and compare them to planned expenses. For the purpose of this training session we are using one form, but any form that readily provides the budget committee with the information they need to know is okay.
Sample Budget Monitoring Form, Handout #8 (page 67).	Review sample with group. Identify the categories that are overspent (other & travel)and the categories that are underspent (personnel & supplies). This program is basically following its budget plan according to total planned and actual expenditures. At this time, 6 months into the operation of the program, an informed budget committee would want to know: • What are the expenditures in the "other" category? Why is it $625 overspent? • Why is the category of "supplies" $500 underspent? Are teachers doing without and assuming there is no money?

Budget Monitoring Exercise

DIRECTIONS FOR GROUP ACTIVITY

Divide the large group into small groups of 4 or 5 members each. Distribute a copy of the Budget Monitoring Exercise, Handout #9 (page 68), and the Budget Monitoring Exercise Form, Handout #10 (page 70), to each participant. Read aloud the directions for the exercise. Explain to participants that they are to complete the 6 requirements of the exercise. Make sure that all participants are clear on what is to be done.

As the small groups work on the exercise check with each group to see that they understand the task and to provide additional information and assistance as necessary. For many participants this may be a very difficult excercise, so the leader will need to be available to provide assistance while the groups work.

DISCUSSION OF GROUP ACTIVITY

QUESTION	KEY CONCEPTS TO DISCUSS
What budget categories were underspent?	Personnel, Supplies, Equipment, Other
What budget categories were overspent?	Travel
Can the children go on the field trip?	Have participant give and defend their answers.

SUMMARY AND EVALUATION

TOPIC	KEY CONCEPTS TO DISCUSS
Summary	Review that, during the session, participants: • Practiced planning and decision-making as a member of a group • Identified expenses in their life • Examined the categories of expenses in a Head Start budget • Made a programmatic decision based on the spending pattern of a hypothetical Head Start program
Evaluation	Allow the participants to discuss the activities and their reactions to the workshop.

Bibliography

BIBLIOGRAPHY

Sweeny, Allen & Wisner, John N., Jr. Budgeting Fundamentals for Non-Financial Executives. American Mamgement Association, New York, NY, 1975.

This book is easy to read and understand. It explains what budgets are, how they work, and how to prepare them.

Winston, Stephanie. Getting Organized. Warner Books, New York, NY, 1975.

Relevant chapters include #6 - "The Master Plan: Financial Planning Guide;" and chapter #7 - "The Mechanics of Money." They present useful information on developing and adhering to a personal budget.

Neugebauer, Roger. Day Care and Early Education, "Managing Your Money: Avoiding the Pitfalls". Fall 1979, pp. 31-34.

This article explains the budget monitoring process and its usefulness to Head Start and day care programs.

Small Group Activity

The Importance of Planning

Lost on the Moon Exercise

DIRECTIONS

Divide all participants into small groups of four or five.

Tell participants to pretend that they are in a spaceship headed for the moon. Mechanical difficulties forced your ship to crash-land 200 miles from the moon. The rough landing damaged much of the equipment abroad. Since survival depends on reaching the moon, you must decide on the 15 most critical items to take with uou. Your task is to rank the 15 items listed below in terms of their importance. Place number 1 by the most important item, number 2 by the second most important item and so on through number 15, the least important. The group must reach consensus on each of the rankings.

_____ Box of matches

_____ Food Concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 calibre pistols

_____ One Case dehydrated milk

_____ Two 100 - pound tank of Oxygen

_____ Stellar - map (of the moon's constellation)

_____ Life raft

_____ Magnetic compass

_____ 5 gallons of water

_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar - powered FM receiver transmitter

LOST ON THE MOON - SCORING KEY

Listed below are the correct rankings for the "Lost on the Moon" items, along with the reasons for the rankings provided by NASA's space survival unit.

15)	Box of matches	Little or no use on the moon
4)	Food concentrate	Supply daily food required
6)	50 feet of nylon rope	Useful in tying injured, helpful in climbing
8)	Parachute silk	Shelter against sun's rays
13)	Portable heating unit	Useful only if party landed on dark side
11)	Two .45 calibre pistols	Self-Propulsion devices could be made from them
12)	One case dehydrated milk	Food, mixed with water for drinking
1)	Two 100-pound tanks of oxygen	Fills respiration requirement
3)	Stellar map of the moon's constellation	One of the principal means of finding directions
9)	Life raft	CO bottles for self-propulsion across chasm, etc.
14)	Magnetic compass	Probably no magnetized poles; thus useless
2)	5 gallons of water	Replenishes loss by sweating, etc.
10)	Signal flares	Distress call within line of sight
7)	First-aid kit containing injection needles	Oral pills or injection medicine valuable
5)	Solar-powered FM receiver-transmitter	Distress signal transmitter, possible communication with mother ship

Individual Expense Record

Expenses

Personal Budget Form

Yearly income _____

Monthly income _____ $\frac{\text{(Yearly income)}}{12}$ approximate = monthly income

Expenses: Monthly

item	cost

Total monthly expenses _____

_____ _____

Total monthly expenses ---- Total monthly income

Total monthly expenses must be less than or equal to total monthly income. If total monthly expenses is greater than total monthly income, cuts need to be made.

SECTION B - BUDGET CATEGORIES

6. Object class categories	(1)	(2)	(0)	(4)	Total (5)
a. Personnel	$	$	$	$	$
b. Fringe Benefits					
c. Travel					
d. Equipment					
e. Supplies					
f. Contractual					
g. Construction					
h. Other					
i. Total Direct Charges					
j. Indirect					
k. TOTALS	$	$	$	$	$

Taken from

Part III Budget Information

Part III of the IV Part HHS Grant Application package

Head Start Budget Categories

Categories	Category includes:	Special Notes
6 a. Personnel	Total cost of salaries and wages for staff	Do not include Consultants
6 b. Fringe Benefits	Total cost of all staff fringe benefits	
6 c. Travel	Total cost of Out of town travel for staff	Do not include cost for Consultant's travel or local transportation
6 d. Equipment	Total cost of equipment that has a $300 or more unit cost and a life value of more than one year	
6 e. Supplies	Total cost of all consumable supplies (equipment that costs less than $300 per unit)	
6 f. Contractual	Total cost of all contracts	

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HAEAD START BUDGET CATEGOREIS CONT'D

Categories	Category includes:	Special Notes
6 g. Construction	Total cost of renovations and repairs	
6 h. Other	Total cost for items such as: (1) Insurance for the children (2) Food (3) Medical/dental cost (4) Consultants (fees and travel) (5) Local transportation (6) Space and equipment rentals (7) Parent Activity Fund	
6 i. Total Direct Charges	Total cost of lines 6 (a)-6 (h)	
6 j. Indirect Charges	Total indirect Cost	This line should be used only when the grantee has an indirect cost rate approved by DHEW
6 k. Totals	Total cost of lines 6(i) & 6(j)	

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* Taken from workshop
presented by Barbara Lee & Burma Stokes, STO from E.Pa.

IDEAS FOR BUILDING A BETTER BUDGET

- In preparing a budget, keep objectives in mind.
- Rely on desired rewards at the end of the fiscal period while concentrating on daily efforts of improvement.
- Itemize with care. Ask yourself penetrating, meaningful and necessary questions.
- Annalyze all expenses carefully.
- Review purchasing. Are you a sharp buyer?
- Review utilities, office expenses, and insurance coverages.
- Utilize as much detail as possible in analyzing each component area.
- Estimate maintenance and upkeep costs for the building during a coming year.
- Realize fixed expenses are a reflection of your experience and current committments.
- Invalid estimates of expenses can make the entire budget invalid.
- The principal value of an operating budget is its' application as a current, continuous, and ongoing instrument of study and control.
- Keep budget revisions to a minimum.
- Be sure accounting and budgeting system are compatible.

SAMPLE BUDGET MONITORING FORM

Budget Categories	Total Budget for Year	1st QUARTER			2nd QUARTER			YEAR TO DATE			
		Planned	Actual	Deviation	Planned	Actual	Deviation	Planned	Actual	Deviation	Comment
Personnel	120,000	30,000	30,000	none	30,000	29,900	100 under	60,000	59,900	100 under	
Supplies	12,000	3,000	3,000	none	3,000	2,500	500 under	6,000	5,500	500 under	
Equipment	4,000	1,000	1,100	100 over	1,000	900	100 under	2,000	2,000	none	
Other	6,000	1,500	2,000	500 over	1,500	1,625	125 over	3,000	3,625	625 over	
Travel	8,000	2,000	2,100	100 over	2,000	2,000	none	4,000	4,100	100 over	
Total	150,000	37,500	38,200	700 over	37,500	36,925	575 under spent	75,000	75,125	125 over	

BUDGET MONITORING EXERCISE

Assume that you are a member of the Budget Committee of _____ Head Start program.
Attached is a budget Monitoring Form for the Head Start Program. Categories of expenses and the total budget for the current year have been inserted. The year's budget for each category has been distributed among each of the four quarters of the years as "planned expenses." Additionally, for the first quarter of the year, entries have been made for actual expenses and the deviation of actual expenses from planned expenses.
The following are the actual expenses for the second quarter of the year:

1.	Personnel	$19,500
2.	Supplies	1,000
3.	Equipment	3,000
4.	Other	475
5.	Travel	2,700
	Total	$26,675

First Requirements of the Exercise

1. Fill in actual expenses in the appropriate column in the second quarter.

2. Add each of the above actual expenditures for the second quarter to the appropriate figure for that item of actual expenses in the first and complete the column of actual expenses for the year to date. This represents the expenses for the first 6 months of program operations.

3. For the second quarter, determine the deviations of the actual expenditures from the planned and insert such figures on the appropriate line in the appropriate column.

4. For the year to date, determine the deviations of the actual expenses from the planned and insert such figures on the appropriate line and in the appropriate column.

5. According to your planned expenses, indicate below which category you overspent or underspent at the end of the second quarter.

OVERSPENT UNDERSPENT

_____

_____

_____

_____

_____

4. If the centers were planning for an excursion for the children and requested $500.00 for transporting the children, what would be your reactions?

SAMPLE BUDGET MONITORING FORM

Budget Categories	Total Budget for Year	1st QUARTER			2nd QUARTER			YEAR TO DATE			
		Planned	Actual	Deviation	Planned	Actual	Deviation	Planned	Actual	Deviation	comment
Personnel	76,760	19,000	18,000	1,000 underspent	19,000			38,000			
Supplies	4,000	1,000	900	100 underspent	1,000			2,000			
Equipment	13,800	3.450	3,750		3,450			6,900			
Other costs	2,300	575	575		575			1,150			
Travel	8,500	2,000	2,300		2,250			4,250			
Total	105,360	26,025	25,525		26,275			52,300			

No. 5

Individualizing Preschool Activities— Two & Three Year Olds

OVERVIEW

This workshop, designed for up to 35 people, uses small and large group activities and the viewing of the film, "A Long Time to Grow--Part I". This film can be borrowed (no charge) from the Head Start Resource and Training Center and some State Training Offices. See the reference section at the end of this module for more information.

The workshop focuses on the basic principles of early development and the importance of observing accurately when one is individualizing activities. Participants practice observation by analyzing a sequence of children's drawings and by viewing children in the film. The basic characteristics of two and three year olds will be applied in designing Head Start activities for children functioning at this level of development.

This workshop is usually presented in a three-hour session.

LEARNER OUTCOMES

The participant will be able to:

- describe several basic principles of child development
- indicate the relationship between observing children and individualizing activities
- list characteristics of the development of two and three year olds
- design sample classroom activities appropriate for two and three year olds

AGENDA

Introduction

The Principles of Child Development

The Steps in Individualizing

BREAK

Film: "A Long Time To Grow - Part I"

Designing Preschool Activities for Two and Three Year Olds

Summary and Evaluation

PROCEDURES

Approximate Time	Activities
15 minutes	Select and use a Warm-up exercise from page 3. Briefly explain the learner outcomes and the agenda.
10 minutes	Introduce the "Principles of Child Development". See page 73
10 minutes	Pass out Handout #1, page 78. Present steps in Individualizing", page 74.
15 minutes	Conduct group activity, "Art and Children's Development". See page 75. Handouts #2 and #3, pages 79-80.
15 minutes	Discuss group activity, "Art and Children's Development". See page 75.
10 minutes	BREAK
5 minutes	Introduce film, "A Long Time To Grow, Part I". See page 76.
40 minutes	Show film.
15 minutes	Discuss film. See page 76.
10 minutes	Conduct group activity, "Designing Appropriate Activities". See page 77.
15 minutes	Discuss group activity. See page 77.
15 minutes	Summarize the activities used in the workshop and conduct evaluation. See page 4.

CONCEPTS FOR PRESENTATION

TOPIC	KEY CONCEPTS TO DISCUSS
Introduction	The terms, "learning", "growth", "maturation", and "development" are sometimes used interchangeably.
Simple to Complex	Learning proceeds from the simple to the complex. For example: language develops from the articulation of simple sounds to complex blends and combinations of sounds into words, phrases and sentences.
Undifferentiated to the Differentiated	Learning proceeds from the undifferentiated to the differentiated. For example: wide, sweeping movements of the arm are gradually refined into carefully coordinated hand movements.
Concrete to Abstract	Learning proceeds from the concrete to the abstract. For example: recognition of shapes begins with the recognition of concrete objects and then develops into the ability to recognize written symbols.
Nonverbal to Verbal	Learning proceeds from the nonverbal to the verbal. For example: language develops slowly from initial crying, cooing and babbling.
Egocentric to Multicentric	Learning proceeds from the egocentric to the multicentric. For example: the infant responds primarily to personal discomfort and displeasure and only slowly recognizes other people and their needs.
Summary	Summarize by asking for other examples. Or use any of the following examples: The two year old recognizes different shapes of blocks (simple, concrete objects) while the six or seven year old is able to read by discriminating different letters and words (complex, abstract shapes). Or: the toddler plays with a toy but is unable to interact in a meaningful way with another toddler whereas the five year old plays cooperatively with other children. Similar developmental progressions can be enumerated for each area of development: cognitive fine/gross motor receptive/expressive language social/emotional self-help skills

Steps in Individualizing

CONCEPTS FOR PRESENTATION

Pass out Handout #1, page 78 .

TOPIC	KEY CONCEPTS TO DISCUSS
Observation	Head Start teachers can individualize effectively if they know the principles of development and if they have good powers of OBSERVATION. Observation is the first step in individualizing.
Steps in Individualizing	Gather information about the child's functioning - from observations, parent interviews, developmental check lists, etc.
	Develop long-range goals for each child.
	Develop specific objectives for each goal.
	Develop individual and/or group activities for each objective.
	Conduct activities.
	Evaluate progress.
Summary	Observation provides the basis for making programmatic decisions about a child.

Art and Children's Development

DIRECTIONS FOR GROUP ACTIVITY

Prepare enough envelopes for each group of five to six (5-6) participants from Handouts #2 and #3 on pages 79-80. Each envelope should have one set of the eight (8) children's drawings.

Divide participants into groups of 5-8 persons and give each group an envelope.

Introduce the activity by indicating that one way to observe a child's development is to observe his/her art work. A child's art work tells something about his/her development.

Direct each group to:

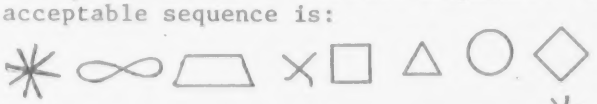
1. sequence the pictures from the simplest (one drawn first) to most complex (one drawn last).
2. discuss why you sequenced them in that order
3. discuss what each picture tells about the child's development

Give the groups approximately ten minutes to complete the task.

After the groups have completed the task, ask each group to use the symbols* on each drawing and give their sequence. Record the sequences on the blackboard/flip chart.

* Symbols -

DISCUSSION OF GROUP ACTIVITY

QUESTION	KEY CONCEPTS TO DISCUSS
What is the rationale for your group sequence?	This is no exact or absolute sequence. However, an acceptable sequence is: 
What do the drawings indicate regarding the child's development?	In the first three pictures (symbols) the child has random or simple movements with no attempt to copy an object. The middle pictures (symbols) show primitive representation of a person. The final pictures (symbols) illustrate finer representations of a body. They show volume (not just lines) for fingers, a neck between the head and trunk, etc. CAUTION: One must see a number of pictures drawn by a child to know exactly where the child is in his/her development. Sometimes a child is trying to convey only one aspect (e.g. shading in a picture or drawing fingernails) and may neglect other aspects which he might normally reproduce.

Film: A Long Time to Grow—Part I

CONCEPTS FOR PRESENTATION

TOPIC	KEY CONCEPTS TO DISCUSS
Introduce Film	Introduce the film by saying: "The film, 'A Long Time to Grow, Part I', shows two and three year olds. It is an old, dated film; it was not filmed in Head Start; it shows white, middle class children and teachers. HOWEVER, it is one of the best films for watching children's behavior." Direct participants to observe the general characteristics of two and three year olds portrayed in the film.
Show Film	
Discuss Film: What characteristics of two and three year olds did you observe?	These are some characteristics of two and three year old development. This list is not all inclusive. 1. A two-three year old plays, builds, etc. for the fun of the activity and not to get a finished product. 2. A two-three year old needs time to exercise his/her large muscles. 3. A two-three year old learns not just by what he/she is told but by what he/she touches and feels. 4. A two-three year old is not ready for extensive cooperative play. He/she is just learning to share. 5. A two-three year old likes to do things independently (e.g. dress him/herself).

DIRECTIONS FOR GROUP ACTIVITY

Divide participants into groups of four-five (4-5) participants and have them take one of these characteristics and discuss several activities they could plan to accommodate for children who show that characteristic.

These are some characteristics of two and three year old development.

1. A two-three year old plays, builds, etc. for the fun of the activity and not to get a finished product.

2. A two-three year old needs time to exercise his/her large muscles.

3. A two-three year old learns not just by what he/she is told but by what he/she touches and feels.

4. A two-three year old is not ready for extensive cooperative play. He/she is just learning to share.

5. A two-three year old likes to do things independently (e.g. dress himself/herself).

One person (the recorder) should write down the group's suggestions.

Give the groups approximately 10 minutes to complete the task.

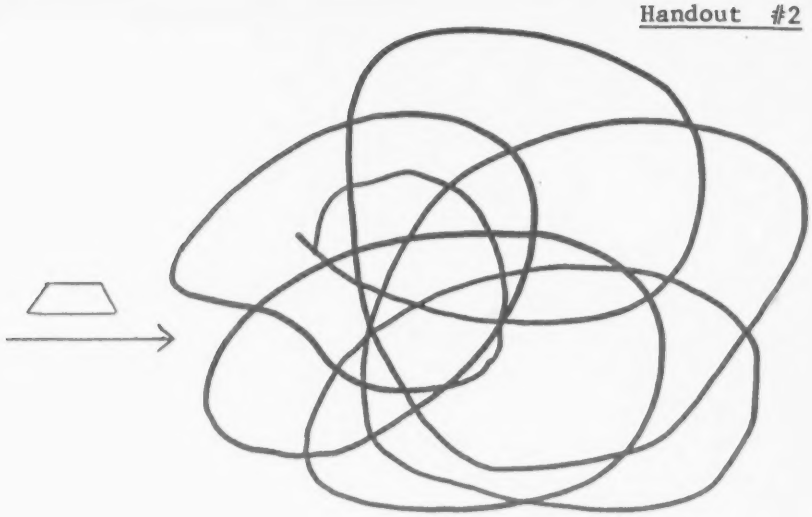
After the groups have completed the task, have each recorder briefly state the main ideas discussed in his/her group.

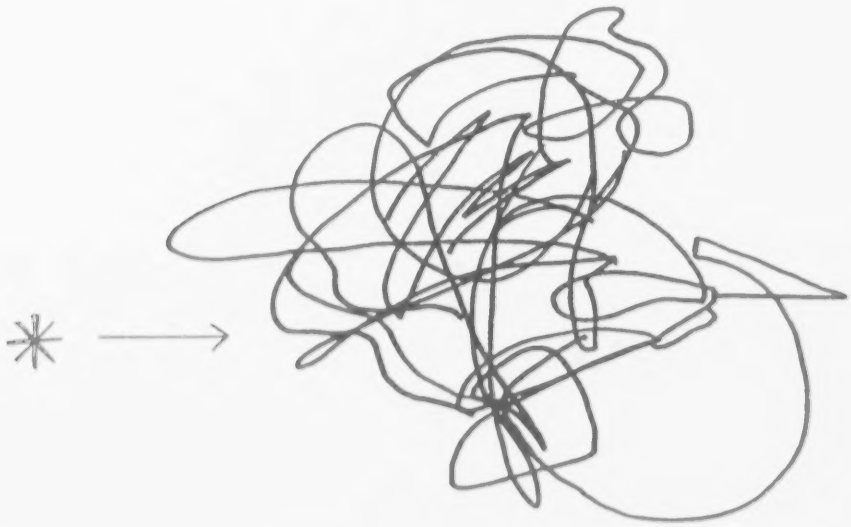
After each recorder states the main ideas, allow a short time for any comments or questions regarding the ideas presented.

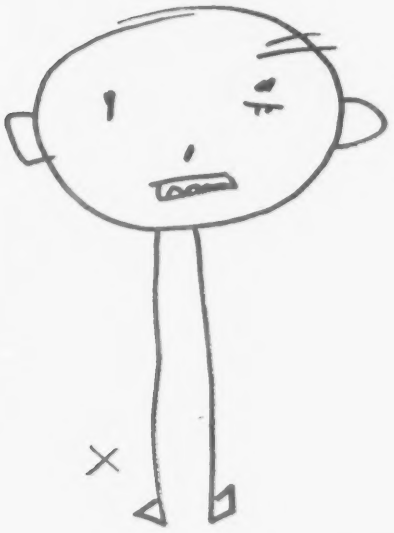
Stress the basic characteristics again as the groups report their ideas.

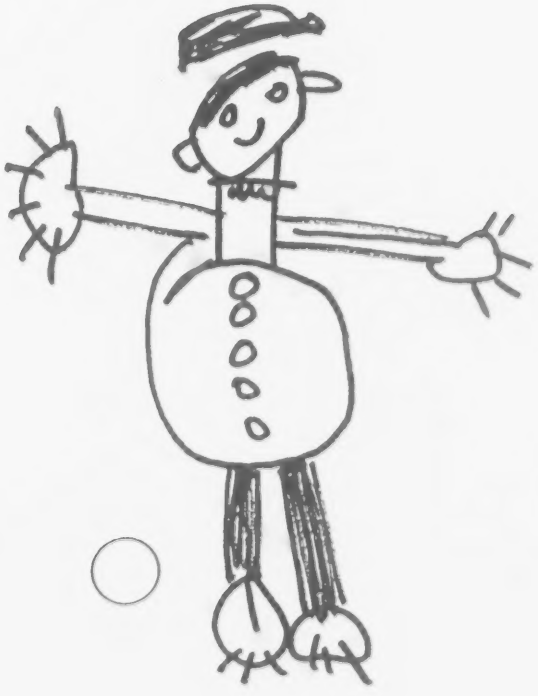
Steps in Individualizing

- Gather information about the child's functioning
  - Teacher observation
  - Formal Screening and Assessment
  - Developmental Check lists
  - Parent Interview
- Develop general or long-term Goals
- Develop specific objectives to get to goals
- Develop individual and group activities for objectives
- Conduct activities and reinforce appropriate behavior of child
- Evaluate progress









REFERENCES

"A Long Time to Grow--Part I" is available for free loan to Head Start programs in Region III from:

Head Start Resource and Training Center
4321 Hartwick Road, Room L-220
College Park, MD 20740
301-454-5786

and

Bi-state Training Office
University of Maryland
College of Education
West Education Annex
College Park, MD 20742

The film may also be available for loan from your public library.

The following books (and other similar ones) provide the workshop leader with helpful background information:

Mack, Jeanne. Early Childhood Development and Education. New York: Delmar Publishers, 1975.

McClinton, Barbara Sweany and Blanche Garner Meier. Beginnings - Psychology of Early Childhood. St. Louis: The C.V. Mosby Company, 1978.

Lowenfeld, Viktov and W. Lambert Brittain. Creative and Mental Growth. New York: The Macmillan Company, 1970.

Craig, Grace J. Child Development. New York: Prentice Hall, Inc., 1979.

Gesell, Arnold, Frances L. Ilg, Louise Bates Ames and Janet Learned Rodell. Infant and Child in the Culture of Today. New York: Harper and Row, 1974.

No. 6 Observation and Recording Skills

OVERVIEW

This workshop, designed for up to 35 people, uses small and large group activities and the viewing of the film, "It's A Whole New World". Region III Head Start programs can borrow this film (free) from the Head Start Resource and Training Center. See the Reference section at the end of this module for more information.

The workshop focuses on the importance of observation skills in individualizing instruction. Participants are given a format for recording observations and developing strategies based on those observations. Participants practice writing observations and strategies for the four case studies seen in the film.

The workshop is usually presented in a 3½ hour session.

LEARNER OUTCOMES

The participant will be able to:

- describe the role of observation in individualizing activities for preschoolers
- accurately record observations of children's behavior
- develop home and school strategies to meet the observed needs of the case studies

AGENDA

Introduction

Individualizing Activities

Written Observations: Why and How

Practicing Observing and Recording Behavior:
Film: It's a Whole New World
Case 1: Adrienne

BREAK

Cases 2-4

Summary and Evaluation

Observation and Recording Skills

PROCEDURES

Approximate Time	Activities
15 minutes	Select and use a warm-up exercise from page 3. Briefly explain the learner outcomes and the agenda.
30 minutes	Conduct dyads and discussion on "Steps in Individualizing Activities". See page 84. Handouts #1 and #2 (pages 95-96).
15 minutes	Give presentation on "Observation Skills". Handout #3, page 97
20 minutes	Conduct small group activity and discussion on "Organizing Written Observations". Handouts #4 and #5, pages 98-99.
5 minutes	Introduce film, "It's a Whole New World". See page 89.
10 minutes	Show Case 1 in film.
25 minutes	Discuss first case study. Handouts #6 and #7, pages 100-101.
10 minutes	BREAK
25 minutes	Show and discuss Case 2 in film: Alston.
25 minutes	Show and discuss Case 3 in film: Sarah. → See page 92.
25 minutes	Show and discuss Case 4 in film: Timmy.
15 minutes	Summarize the activities used in the workshop and conduct evaluation. See page 93.

Steps in Individualizing Activities

DIRECTIONS FOR GROUP ACTIVITY

Distribute Handout #1 (page 95)"Steps in Individualizing". Review the steps, explaining each one briefly. Point out that each step is built on information supplied from the previous one.

After the steps have been reviewed, divide the group into pairs. Distribute the index cards prepared from Handout #2, giving one card to each pair.

(Handout #2, page 96 "Statements for Dyads - Individualizing")
Have each pair decide if they agree or disagree with the statement on their card. Give the group about 5 minutes to discuss their card with their partner. After the five minutes, ask a volunteer to read their statement and explain their position on the statement (agree or disagree). While the statements are being discussed, refer to "What does individualizing instruction mean?" (see Key Concepts to Discuss, below). Continue until all statements are read.

DISCUSSION OF GROUP ACTIVITY

Question	Key Concepts to Discuss
What are the steps in individualizing?	1. Gather information about the child's functioning (from observation, parent interviews, developmental check lists, etc.) 2. Develop long-range goals for each child 3. Develop specific objectives for each goal 4. Develop individual and/or group activities for each objective 5. Conduct activities 6. Evaluate progress Each step is built on information supplied from the previous one.
What does individualizing instruction mean? (refer to these concepts as dyads, discuss their statements)	Individualizing can be accomplished by working with small groups or individual children. However, a large group activity can also be responsive to individual needs if the teacher varies the level of difficulty for individual children. Individualizing really means consciously deciding what activity is best for a child. One activity may be used for many children by varying the level of participation or asking questions of varying difficulty to different children. At times one-on-one or small group activities are necessary. A child's actions tell a good teacher what he/she needs better than the child's words. In this sense the child "tells" you what he/she needs.

Assessment tools give systematic information about what a child needs.

Evaluation of activities must be continuous and ongoing.

The principles of child development give the teacher the crucial information on what skills the child is ready to master.

Parents have important information about their children.

Teachers should not wait until the child has a difficulty before approaching parents. This will only encourage defensiveness.

Observation Skills

CONCEPTS FOR PRESENTATION

TOPIC	KEY CONCEPTS TO DISCUSS
Introduction	Explain that the purpose for this workshop is to develop a framework for: • observing children's development • recording the observations • developing individual strategies based on the child's observed strengths and weaknesses
What do we observe?	We should observe BEHAVIOR. Do NOT record labels such as aggressive, hostile, shy. We observe behavior, i.e. actions that can be seen, heard, felt, etc. Observing behavior allows us to discover more easily what the child can do, what the child cannot do, and what we might be able to do to help develop his/her skills.
Why is it helpful to record behavior?	Recording behavior is helpful because: • it allows us to communicate more accurately among ourselves about the child's level of development • it minimizes misunderstandings. For example, saying to a parent, "Your child is hostile" can more easily cause misunderstanding and resentment than saying, "Your child hits the other children frequently." • it documents concrete behavior that we may later want to change or to build on. For example, saying that a child is aggressive does not give behavior we can build on. Saying, "The child throws toys during free play, gives us a clearer picture of the child's functioning and makes it possible to determine some remedial action we might take. • it builds good habits in teachers. For example, if a parent says her child has a problem because the child is too shy, the staff will learn to probe: "What does your child do to make you say she is shy?" The staff may then uncover some unrealistic expectations the parent has.

Distribute Handout #3, page 97 ("Observation Exercise Sheet"). Direct participants to complete the exercise on Handout #3. After a few minutes, discuss each statement emphasizing the need to focus on observable behavior rather than on vague labels.

Organizing Written Observations

DIRECTIONS FOR SMALL GROUP ACTIVITY

Distribute Handout #4, Form A, page 98.

Break the total group into five (5) small groups. Count out 1 to 5 and assign areas of the room for each group. Assign the following topic to the corresponding group.

1. Cognitive Development
2. Fine/Gross Motor
3. Receptive/Expressive Language
4. Social/Emotional Development
5. Self-Help Skills

Give each group the appropriate instruction card from Handout #5, page 99.

One person in each group will use Handout #4, Form A, to record the brainstorming of the group. (Example: One group will brainstorm the type of activities/behavior a teacher would watch in observing a child's cognitive development. One person in the group will record these ideas in the cognitive development box on Form A.)

Allow 10 minutes for the group activity. Move from group to group encouraging participants, answering questions, etc.

After 10 minutes have each group report their ideas.

DISCUSSION OF GROUP ACTIVITY

Topic	Key Concepts to Discuss
Written Observations	Explain that most teachers are required or encouraged to write anecdotal records periodically. However, they often do not organize these records and, therefore, they are often never used. Form A organizes a teacher's observations into the five (5) areas of development. This helps the teacher to get a profile of what the child has learned and what he/she has not yet learned. Typical activities for each group might be:
Cognitive	identification of numbers, colors, ability to solve problems; working puzzles; matching colors and shapes
Language	Receptive - ability to follow directions Expressive - verbalizing with adults, peers; describing pictures; vocabulary development, articulation
Motor	Gross - riding trikes, swings, running, jumping Fine - using tools; playing with toy dishes; pouring juice

Self-help	putting on jackets, buttoning, fastening zippers, toileting
Social/Emotional	playing with peers, expressing emotions

Film: It's a Whole New World

DIRECTIONS

The leader should preview the film prior to the workshop to be familiar with each case study presented.

Introduce the film as a series of four cases. The case studies will be used to:

- make and record observations
- determine the child's strengths and weaknesses
- design possible strategies to meet the child's needs

Direct participants to watch the first case study. Have them observe carefully, making any notations they want.

Show the film from the beginning, stopping at the end of the discussion of Adrienne (approximately 10 minutes).

Use flip chart paper/blackboard and section it off into the five areas of development as in Form A (Handout #4).

Ask participants for observations about Adrienne. Write the observations briefly in the appropriate category (cognitive/motor/social and emotional/ language/self-help).

DISCUSSION

Topic	Key Concepts to Discuss
Writing Observations	Rephrase the observation, if necessary, to make a brief entry. For example: "speaks to adults but not children" "follows teacher's direct verbal direction with little or no difficulty"
Avoid labels	Stress avoiding the use of labels. For example, if someone says, "Adrienne is shy," ask for the behavior observed to reach that conclusion. Insert appropriate statements. For example, "does not speak spontaneously to peers" "plays alone" "lets other children take toys away from her"

DIRECTIONS

After there are entries in each of the five categories and no one else has any more contributions, pass out Handout #6, Form B, page 100 .

Introduce Form B as useful in developing statements of the child's strengths and weaknesses.

On flip chart paper/blackboard write statements of Adrienne's strengths from volunteer participants.

Also ask for statements of Adrienne's weaknesses and write them on the flip chart/blackboard. See the discussion below.

Ask participants to restate the child's needs in terms of long-term goals.

DISCUSSION

Topic	Key Concepts to Discuss
Strengths	For example: Adrienne has good language development or expresses herself well to adults.
Weaknesses	For example: Adrienne seldom verbalizes with other children.
Profile	Explain that the participants now have a profile of the child. It is limited since it is based on 10 minutes of observation. More detailed profiles can be developed on children observed in their own classroom.
Long-term Goals	For example: Adrienne needs to be able to interact spontaneously in play with the other children. Adrienne needs to be able to learn to express herself verbally when another child tries to take her toys away. Adrienne needs to learn to jump more freely.

DIRECTIONS

Distribute Handout #7, Form C, page 101.

Explain that we have observed and recorded Adrienne's behavior and have developed a statement of her strengths and weaknesses.

Now we can discuss what we can do to help her weak areas. We can determine some school and home strategies.

Ask participants to give some possible school strategies, and some possible home strategies.

For each of these, write a simple statement on the flip chart/blackboard.

DISCUSSION

Topic	Key Concepts to Discuss
School Strategies	For example: • choose one child whom Adrienne seems to like and try to get them involved together in an area she enjoys, such as the housekeeping corner. • work with Adrienne five minutes each day on the monkey bars and other outdoor equipment to develop her large muscles.
Home Strategies	For example: • her mother might be able to arrange for Adrienne to play with some children her age to provide experience in playing and defending herself in a peer group. • her mother might encourage her to play outside more often.
Summary of Case 1	Direct participants to look at Forms A, B, and C. These forms contain the essential elements of an Individualized Educational Plan. They include strategies designed to fit the observed needs of Adrienne.

DIRECTIONS

Now work more quickly through cases 2-4 in the film. In each case use the following procedure:

1. View the case study on the film.
2. Complete Form A.
3. Complete Form B.
4. Complete Form C.

Forms A, B, C can be completed in small groups and then discussed in the total group or they can be discussed as a total group only.

If time does not permit going through each case, it is suggested that Case 1 be given sufficient time since it provides the widest range of observable behavior. Then cases 2-4 can be discussed more quickly.

It is recommended that participants complete five developmental areas. This will allow them to become proficient in the first step of recording their observations.

Summary and Evaluation

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Discuss
Summary	Summarize by explaining that we have worked through the process of individualizing our program activities. This means: • gathering data from observations • determining the child's strengths and weaknesses • developing goals for the child • developing some activities to remedy the child's weaknesses Some teachers use these forms (see Handouts #4, #6, #7) or similar ones on their special children only. Other teachers try to complete Form A (Handout #4) on all children. The data on this form is used for program planning as well as for discussions with parents. It is hoped this format will help put into practice your desire to individualize activities to meet your children's needs.
Evaluation	Conduct an evaluation of the workshop as suggested on page _4_.

REFERENCES

The film, "It's A Whole New World", is available on a loan basis (free) to Region III Head Start programs.

Write: The Head Start Resource and Training Center (HSRTC)
4321 Hartwick Road, Room L-220
College Park, Maryland 20740

Call: 301-454-5786

The audio-visual instructional module entitled "Observation Skills for Child Development Personnel" by David Kurtz, PhD, The Pennsylvania State University, is also available to Region III Head Start programs on a loan basis (free) from HSRTC.

STEPS IN INDIVIDUALIZING

- Gather information about the child's functioning
  - Teacher observation
  - Formal Screening and Assessment
  - Developmental Check lists
  - Parent Interview
- Develop general or long-term Goals
- Develop specific objectives to get to goals
- Develop individual and group activities for objectives
- Conduct activities and reinforce appropriate behavior of child
- Evaluate progress

STATEMENTS FOR DYADS

INDIVIDUALIZING

Individualizing instruction means working with small groups of children.

Individualizing instruction means letting a child tell you what he needs.

Individualizing instruction means having an adult work with an individual child.

Individualizing means paying a lot of attention to a child.

Assessment tools help a teaching team individualize activities to meet the needs of each child.

The most effective way to individualize instruction for a group of children is to have the teaching team develop individualized activities at the beginning of the year and evaluate the child's progress in May.

Individualizing instruction means providing one to one activities for a child.

In order to individualize instruction a person needs to know the principles of normal child development.

When a child is having difficulties a parent should be consulted in order to individualize and meet the child's needs.

Individualizing instruction means doing something different for each child.

WRITE ONE STATEMENT ON EACH INDEX CARD. GIVE ONE CARD TO EACH PAIR OF PERSONS IN THE GROUP. HAVE THE TWO PERSONS (PAIR) DECIDE IF THEY AGREE OR DISAGREE. GIVE THE GROUP ABOUT 5 MINUTES TO DISCUSS THEIR CARD WITH THEIR PARTNER. THEN HAVE THE STATEMENTS READ ONE BY ONE AND THE PAIR EXPLAIN THEIR DECISION. THIS ACTIVITY CAN BE CONDUCTED BEFORE OR AFTER THE LEADER DISCUSSES THE STEPS IN INDIVIDUALIZING.

OBSERVATION EXERCISE SHEET

In order to increase the accuracy of observations, observe and record the behavior that is performed.

Behavior is:

1. what you see or hear someone doing or saying
2. countable

A label is:

1. a general description of a person
2. often inaccurate and misleading

DO NOT LABEL!

Check the appropriate column to indicate if each statement contains a label or a specific behavior:

	Label	Behavior
1. Jan always says, "No!" when asked to help pick up her things.	_____	_____
2. Lois seems to be a bright child.	_____	_____
3. Angela is very lazy.	_____	_____
4. During outdoor activities Jason frequently slides down the slide.	_____	_____
5. Lucy is a happy-go-lucky child.	_____	_____
6. Allen's mother describes him as being an insecure child.	_____	_____
7. Michael is usually late for the first activity of the day.	_____	_____
8. Irene often says "Thank you" to her teachers.	_____	_____

Adapted from: OBSERVATION SKILLS FOR CHILD DEVELOPMENT PERSONNEL by David Kurtz, PhD, The Pennsylvania State University.

FORM A

Child's Present Functioning

SUMMARY OF OBSERVATIONS

Child's Name: _____ Birthdate: _____ Date: _____

Name of Observer: _____

DESCRIBE THE CHILD'S SKILLS IN THE FOLLOWING AREAS:

COGNITIVE DEVELOPMENT	MOTOR DEVELOPMENT (GROSS & FINE)
SOCIAL/EMOTIONAL DEVELOPMENT	LANGUAGE DEVELOPMENT (RECEPTIVE & EXPRESSIVE)

SELF-HELP SKILLS

Directions: Make one copy and cut the sections apart. Give the appropriate card to each group.

1. COGNITIVE DEVELOPMENT

Brainstorm the type of activities/behavior you would watch to observe a child's cognitive development.

Have one person record your ideas on the large paper provided.
You will be asked to report to the large group.

You have 10 minutes to complete this task.

---

2. MOTOR DEVELOPMENT

Brainstorm the type of activities/behavior you would watch to observe a child's fine and gross motor development.

Have one person record your ideas on the large paper provided.
You will be asked to report to the large group.

You have 10 minutes to complete this task.

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3. LANGUAGE DEVELOPMENT

Brainstorm the type of activities/behavior you would watch to observe a child's receptive and expressive language development.

Have one person record your ideas on the large paper provided.
You will be asked to report to the large group.

You have 10 minutes to complete this task.

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4. SOCIAL/EMOTIONAL DEVELOPMENT

Brainstorm the type of activities/behavior you would watch to observe a child's social/emotional development.

Have one person record your ideas on the large paper provided.
You will be asked to report to the large group.

You have 10 minutes to complete this task.

---

5. SELF-HELP

Brainstorm the type of activities/behavior you would watch to observe a child's self-help skills.

Have one person record your ideas on the large paper provided.
You will be asked to report to the large group.

You have 10 minutes to complete this task.

FORM B

BEHAVIORAL PATTERNS OF THE CHILD

Child's Name: _____ Date: _____

CHILD'S STRENGTHS	CHILD'S WEAKNESSES

LONG-TERM GOALS

FORM C

HOME & SCHOOL STRATEGIES

Child's Name:_____ Date:_____

School Strategies	Date Begun	Date Completed
Home Strategies		

No. 7 Working with Parents of Children with Special Needs

OVERVIEW

This workshop, designed for up to 35 people, uses large and small group activities and the viewing of two films, KELLY and LATON. KELLY is available on loan (free) from the Washington, D.C. branch of Modern Talking Pictures and LATON is available on loan (free) to Region III Head Start programs from the Head Start Resource and Training Center. See the Reference section at the end of this module for more information.

This workshop was compiled and developed from materials used at the Head Start Resource and Training Center, from materials developed by Rosa Jones and Roxanne Kaufman of Georgetown University Hospital and from materials in "Mainstreaming in Head Start, Training Activities and Strategies", developed at the New York University Resource Access Project, Region II.

The workshop focuses on the concerns and feelings of both parents and staff in working with the mainstreamed handicapped child. Participants are assisted in identifying these concerns and in developing strategies for working together effectively.

The workshop is usually presented in a three-hour session.

LEARNER OUTCOMES

The participant will be able to:

- describe fears and concerns parents sometimes have regarding mainstreaming a handicapped child
- describe fears and concerns a teacher might experience in working with a handicapped child
- describe the feelings a parent sometimes experiences toward the birth of a handicapped child
- develop strategies to alleviate parent and staff concerns

AGENDA

Introduction

Parent and Teacher Concerns

Film: KELLY

BREAK

Parents' Feelings toward the Birth of a Handicapped Child

Film: LATON

Summary & Evaluation

Working with Parents of Children with Special Needs

PROCEDURES

Approximate Time	Activities
15 minutes	Select and use a Warm-up exercise from page 3. Briefly explain the learner outcomes and the agenda.
5 minutes	Conduct individual exercise, "The Parent/Teacher You Feel Most Comfortable With". See page 104.
30 minutes	Conduct small group activity and discussion, "Concerns/Fears Regarding Mainstreaming". See page 105. Handout #1, page 112.
30 minutes	Show film, KELLY. See page 106.
10 minutes	BREAK
15 minutes	Present "Feelings of Parents Regarding the Birth of a Handicapped Child". See page 109.
10 minutes	Conduct "Summary Activity". See page 111.
30 minutes	Show film, LATON. See page 111.
10 minutes	Conduct evaluation. See page 4.

The Parent/Teacher You Feel Most Comfortable With

DIRECTIONS FOR INDIVIDUAL EXERCISE

Pass out one index card (or small sheet of paper) to each participant. Direct participants to:

1. Write "parent" on one side and "teacher" on the other side of the index card.

2. Think about what type of parent they feel most comfortable with. Write down a description of that parent on the side marked "parent".

3. Think about what type of teacher they would feel most comfortable dealing with if they were a parent. Describe that teacher on the side marked "teacher".

Participants should consider the following in writing their descriptions:

- what parent/teacher behavior is most comfortable to deal with
- what parent/teacher behavior is most challenging
- what do they think the other person expects of them

Give participants several minutes to write their descriptions on the cards. Direct them to hold the cards for a later discussion, (see page 111).

DIRECTIONS FOR GROUP ACTIVITY

Introduce the content of the workshop by indicating that participants will focus on the relationship of teachers and parents of special needs children.

Divide participants into groups of 5-7 persons each. Distribute Task Card A to half of the groups and Task Card B to the other half. (Example: If you have 6 groups (each group having 5 persons), then 3 groups receive Task Card A and 3 groups receive Task Card B.) Make enough task cards from Handout #1, page 112 .

Pass out newsprint so that the groups can record their discussions. Allow 10 minutes for the group to complete their task.

After this task is complete, ask the groups with PARENT concerns to share their list. Post the newsprint for the total group to see. Elicit any comments or additions from other participants. List concerns, do not evaluate them.

Repeat the discussion for the STAFF concerns.

Explain that participants will now have a chance to watch a movie that deals with some of the concerns they mentioned.

Film: Kelly

DIRECTIONS

Explain that the film, KELLY, deals with a child with cerebral palsy who is mainstreamed into a day care center.

Ask participants to view the film to determine any similar or different staff and parent concerns that are portrayed.

Show the film, KELLY.

After showing the film, ask for any general remarks from participants.

Proceed with discussion - see below.

After this large group discussion, have participants get back into their small groups and develop a list of strategies that can be taken (or that were taken in the film) to deal with each concern. Allow five minutes for groups to complete this task.

See page 107 "What Really Is Mainstreaming" Discussion Strategies.

DISCUSSION

Question	Key Concepts to Discuss
Which PARENT concerns were mentioned in the film?	Go to PARENT concern list and see which of the concerns on the list were also mentioned in the film. Ask if any other concerns were mentioned in the film. Ask participants if and how those concerns were dealt with.
Which STAFF concerns were mentioned in the film?	Then go to the STAFF concern list and conduct a similar discussion.
Summary	Summarize by commenting to the total group on several of the strategies that individual small groups mentioned. Highlight a few of the major concerns.

DISCUSSION STRATEGIES

Possible Parent Concerns	Strategies to Alleviate Concerns
• How will the child fare among so many able-bodied children?	Children learn a great deal from one another. They learn about getting along with others. This is a skill needed all life long.
• Will staff want the child in their center and give him/her opportunity to be accepted by the others?	Invite parents to visit the center. Visit the child at home and demonstrate your interest in the child's center participation.
• Will the child be able to "keep up" and not get left behind?	In Head Start, flexibility is built into the environment through individualized planning and providing developmentally appropriate materials.
• Will staff be skilled enough to provide the special help he or she needs?	Draw from parents' experiences and knowledge, seek guidance from specialists, and be willing to learn new techniques.
• Will the child be teased by other children?	Reassure parents that imitation and teasing are normal for children at this age, but that staff will not permit one child to harm another child.
• Could anyone understand how hard it is to cope with the sorrow, anger and panic the parents can sometimes feel?	Recommend sources of support families in the community. Recognize that a handicap is a very hard reality to deal with. Be patient and caring in interactions.

Possible Staff Concerns	Strategies to Alleviate Concerns
• What if I have little or no prior experience with the particular handicap?	If the parents have been aware of and dealing with the child's handicap for quite some time, they will probably be the teacher's best source of information and guidance. Teachers may also want to visit special centers or talk with specialists who serve children with that particular handicap.

continued . . .

• What if I have insufficient time to help child get through daily activities and keep up with the whole class?	Inclusion of a child with a handicap will require that staff re-think some routines and arrangements. Classrooms with a severely impaired child may need an extra staff member, especially during times of the day that present the most challenge.
• Will I know how to respond to questions about handicaps raised by the other children?	Children are naturally curious and seek answers for differences. Some staff may feel it is best to answer questions when they are raised by children, rather than presenting lessons in advance. In either approach, the staff should be specific and concrete. For exampel, "Josh does not hear much. His ears do not work the same way that yours do." You may want to first tell children what the limit is. Then, tell them what they should do and what the child will do to compensate for it.
• How will I decide how much to expect from the child?	Setting appropriate expectations is an important ingredient. Relying on observation, developmental assessments, and specialists' reports, if available, is a good start. Also, draw on experimentation and your instincts to fill in the gaps.

New York University SCE, Resource Access Project, Region II.

Feelings of Parents Regarding the Birth of a Handicapped Child

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Parent Expectations	Parents who give birth to a handicapped child experience a sequence of feelings as they work through the acceptance of their child. Expectant parents usually look forward to a healthy, beautiful child. With the birth of a handicapped child, this fantasy is shattered. Parents are often shocked or numbed when they first discover their child is not healthy.
Denial	Parents sometimes deny the existence of the handicap. They pretend it does not exist or that it will go away.
Feelings of Loss	Parents experience some feelings of loss--the loss of that perfect baby they expected.
Helplessness	Parents experience feelings of helplessness--the inability to do anything to change the situation.
Anger	Parents experience feelings of anger and resentment--why did it happen to me?
Guilt	Parents often feel guilty, particularly the mother who may feel she did or did not do something during the pregnancy. These feelings often spring from the desire to establish a cause for the situation.
Blame	Parents sometimes try to blame someone else--their partner, the doctor.
Feelings of Fading	Slowly the parents experience feelings of fading and eventual healing. They say goodby to the child they had hoped for.
Acceptance	Parents attempt to accept the situation as it is and begin to do what is best for the child.
Summary	Summarize by explaining: • not all parents feel all these feelings • not all parents work through the stages and may be stuck at one stage • most parents revert to earlier feelings periodically

Staff response to Parents	Persons in the helping professions often feel uncomfortable when feelings described here are expressed. They want parents to get over these "negative" feelings and feel good about themselves and their child. Staff must, however, remember that it is a natural progression of feelings for parents in their attempt to adjust from their fantasy of what they thought would happen (the birth of a healthy, beautiful baby) to what has actually happened. Staff need to support, not ignore, parents as they deal with these feelings. Staff must remember that parents' feelings and reactions to the child change. They are in process and are not final. Their own relationship with their child changes over time.

Summary

CONCEPTS FOR PRESENTATION

Direct participants to take out the cards they filled out in the first exercise of the workshop (The Parent/Teacher You Feel Most Comfortable With).

Ask them to reread their descriptions to themselves.

Topic	Key Concepts to Discuss
How realistic are your expectations of parents?	Those teachers who hope that parents are supportive of the instructional plans for the child may be disappointed if the parents are still denying that their child has a problem.
How realistic are your expectations of teachers?	Those parents who like teachers who individualize for their child may be disappointed if the teacher is struggling with fears that the handicapped child will take too much time away from the other children.
Summary	Conclude by reemphasizing that teachers must be sensitive to: • their own expectations about the parents and children they deal with • the needs and feelings of parents of the special needs children
Show the film LATON	Indicate that LATON is shown to reinforce what can happen to a child and his parents when there is an open, responsive environment for the mainstreamed child.

Task Card A

Discuss concerns that PARENTS of a child with a handicap might have when deciding whether to enroll their child in a Head Start center with non-handicapped children.

List your concerns on the newsprint provided.

Task Card B

Discuss concerns STAFF might have when anticipating the enrollment of a child with a handicap.

List your concerns on the newsprint provided.

REFERENCES

The film, KELLY, is available on loan (free) for Head Start programs from:

Modern Talking Pictures
Suite 4
2000 "L" Street, N.W.
Washington, D.C.

202-659-9234

The film, LATON, is available on loan (free) for Region III Head Start programs from:

Head Start Resource and Training Center
4321 Hartwick Road, Room L-220
College Park, Maryland 20740

301-454-5786

(also available through some State Training Offices - check with your STO)

The following books and materials provide the workshop leader with helpful background information:

THE EXCEPTIONAL PARENT magazine, published by Psy-Ed Corporation, Room 700 Statler Office Building, 20 Providence Street, Boston, Massachusetts

Heisler, Verda. A Handicapped Child in the Family. New York: Grune & Stratton, 1972.

Biklen, Douglas. Let Our Children Go. Syracuse: Human Policy Press, 1974 "An organizing manual for advocates and parents of handicapped children." P.O. Box 127, University Station, Syracuse, N.Y. 13210

No. 3

Helping Skills

OVERVIEW

This module is designed for up to 20 people and provides specific instructions on how to plan and deliver a full day workshop on assessing and developing helping skills. The exercises in this module serve to supplement the experience that the participants already have as family helpers. It provides an opportunity to practice the skills of helping with other people and through a wide variety of written exercises. The workshop progresses from brainstorming about helping, writing helping skills, using these skills, helping oneself, to role playing with other participants and ultimately to transferring these skills to a real family encounter. This module is designed to be used in helping situations with Head Start families but it is also to be used by those who wish to learn to relate well with the people they love and care for in their lives. Therefore, parents as well as staff, can benefit from these exercises.

LEARNER OUTCOMES

The participants will be able to:

- review the goals of helping
- develop the attending skills of involving, observing and listening
- communicate verbally their understanding of another's experience
- identify family problem areas and support systems

AGENDA

Goals of Helping

Exploring Attending Skills

Involving Skills

Observation Skills

Listening Practice

Feelings Exercises

Understanding the Problem

PROCEDURES

Approximate Time	Activities
10 minutes	Briefly explain the agenda and learner outcomes for the session. Select and use a warm-up from page 3.
15 minutes	Brainstorm the question - "Why learn helping skills?" Discuss the goal of helping. See page 117.
15 minutes	Present and discuss the definition of the terms used in the workshop. See page 118. Handout #1 (page 135).
15 minutes	Introduce individual exercise "Exploring Attending Skills." Discuss and present key concepts on attending skills, page 119. Handout #2 (page 136).
35 minutes	Introduce the paired activity "Practice Involving." See page 120. Discuss the activity with the large group.
15 minutes	BREAK
10 minutes	Present key concepts on the "5 Wh's" on Involving. Lead individual exercise, see page 122. Handout #3 (page 137).
10 minutes	Introduce the individual activity on "Observation." Page 123. Handout #4 (page 138).
25 minutes	Lead the individual activity "Observational Areas." Page 124. Handout #5 (page 139).
1 hour	LUNCH
25 minutes	Lead a group activity on "Listening" and discuss key concepts, see page 125.
10 minutes	Present "Levels of Responses to Listening," introducing key concepts, and then conducting individual exercise, page 126. Handout #6 (page 140).
30 minutes	Present "Feeling Words" and introduce large group brainstorming exercise, page 127. Handout #7 (page 141).
15 minutes	BREAK
15 minutes	Introduce individual exercise "Responding to Feelings." Page 129. Handout #8 (page 142).
30 minutes	Lead paired exercise "Responding to Feelings." Discuss with large group. See page 130.
25 minutes	Present "Understanding the Problem-Life Space Exercise." Lead exercise #1, page 131. Handout #9 (page 143).

15 minutes	☞	Introduce "Understanding the Problem-Life Space Exercise." Lead individual exercise #2, page 132. Handout #10 (page 144) Brainstorm and discuss questions/answers with the large group, see page 132.
5 minutes		Present summary and review the major points of the workshop.

DIRECTIONS FOR LARGE GROUP ACTIVITY

Have available flip chart paper, markers and masking tape. Ask participants to think about the question "Why should they learn to be more helpful?" Explain that the group will brainstorm the answers. There is no one right answer.

Write the answers on the flip chart. Also ask "How will it benefit them?"

DISCUSSION OF LARGE GROUP ACTIVITY

Topic	Key Concepts to Discuss
Why should we learn to be more helpful?	Possible reasons for learning to be more helpful include: • to increase knowledge to be an effective helper • to grow personally, to mature • to improve skills in dealing with others in any situation.
What is the goal of helping?	The goal of helping is to assist a person to behave in new ways. Your role as helper is to provide assistance as parents explore where they are; understand where they are in relation to where they want to be; and act to get from where they are to where they want to be.

Definitions

These terms may seem unfamiliar, but they are a means to understanding the components of helping. Soon they can become a part of your speech, especially when you are talking about helping.

CONCEPTS FOR PRESENTATION AND DISCUSSION

Topic	Key Concepts to Present and Discuss
Helping	Helping is process of assisting a person to behave in new ways.
Attending	Attending is giving a person the feeling of security in order to involve him/her in the helping process. What is another way to describe this behavior?
Responding	Responding is communicating empathy to a person (seeing the world through another's eyes) in the process of leading them to self exploration and self understanding. What do you think is meant by the terms self exploration and self understanding?
Initiating	Initiating is the development of a specific plan to reach a goal. What is an example of a family plan to reach a goal?

Exercise: Exploring Attending Skills

DIRECTIONS FOR INDIVIDUAL EXERCISE

Explain that before a social service worker (the helper) assists a parent to explore her/his situation, understand and act on it, the helper must involve the parent in the helping process. The helper does this by attending or giving attention to the parent. This attention gives the feeling of security and trust necessary for the parent to become involved.

The first exercise will be an individual one to analyze our attending skills. Pass out Handout #2 (page 136) face down. Read the top paragraph of the handout aloud. Ask participants to turn the handout right side up and fill in their answers.

CONCEPTS FOR PRESENTATION AND DISCUSSION

Topic	Key Concepts to Present and Discuss
Attending to the workshop	Describe to the participants what you observed of their behavior. For example, they may have been looking away, holding their heads, arms crossed, etc. The body shows whether or not they are attending to the workshop. A parent also shows if he/she is ready to listen to the helper.
Participants' Comments	Comments and suggestions of changes to help participants learn better can be discussed at this time.
Why Attend?	The helper's attention to the parent sets the stage so that the parent can be comfortable.

DIRECTIONS FOR PAIRED ACTIVITY

Explain that this will be a paired activity to develop the skills of involving. Pair up the large group for a role play. Each pair should include one experienced person and one new staff member.

Instruct the pairs to decide who will play the role of Social Service worker and who will be the potential Head Start parent. The task of the Social Service worker is to involve the potential parent in a conversation about Head Start. The setting can be anywhere, anytime. The parent can act open to the information, resistant, or bored. Explain that the Social Service worker may need to repeat the invitation several times and may need to vary the method of encouragement until the parent talks about Head Start.

Participants should write the statement they found helpful in involving the parent in a conversation on the Head Start program. Allow 10 minutes for the first role play and then have the pairs switch roles and follow the same instructions for another 10 minutes.

Each pair role plays privately and then returns to the large group after having had a turn at each role.

DISCUSSION OF PAIRED ACTIVITY

Question	Key Concepts to Discuss
How did it feel to be the Social Service staff member?	It may have been uncomfortable, or frightening to some people who are afraid of making mistakes.
How did it feel as the parent?	The parent may have felt confused, angry . . .
What helped the parent feel comfortable?	It is important to be aware of how you verbally and physically communicate your attention and how the parent reacts.
What words seemed to be most influential? Why?	Every person is different. What interests one may not interest another. The more we know about what Head Start has to offer and the more enthusiastic we are, the more involved the parent will become.

Topic	Key Concepts to Present
Involving	To involve a parent you will want to inform him/her of your availability and interest in helping. Encourage the parent to take the first step toward being assisted by you (the Social Service worker). That first step is involvement.

continued . . .

Self Assessment	You learn how well you communicate attention to others by continual self assessment and feedback from parents and peers. The more you solicite feedback, the more you will grow and improve your attention.

The 5 Wh's— Who, What, When, Where, Why

To involve or encourage another person in the helping process, you should inform them of who, what, where, how and why. It is important to give a reason why a person should meet with you.

WHO, WHAT, WHEN, WHERE, and WHY are called the "5 Wh's."

DIRECTIONS FOR INDIVIDUAL EXERCISE

Explain that each participant will write the phrase from the example that states: WHO is involved, WHAT is to happen, WHEN it will happen, WHERE it will occur, and WHY it is needed, in addition to how to go about doing it.

Distribute Handout #3 (page 137). After the participants have completed the handout, review the answers with the group.

Handout #3 provides an example of a helper trying to involve a person in the helping process.

ANSWERS TO HANDOUT #3

Question	Answer
Who?	Mr. Kennerly
What?	A clinic appointment
When?	10:00 AM on Tuesday
Where?	At the clinic (same place you came on Friday)
Why?	To explore the problem you expressed at intake. Our goal will be to list and specify a starting point so we can help to clear up these problems. You sounded eager to start changing your life.
How?	By making the appointment

Observation

When we attend to a person, we have positioned ourselves to pay attention to him/her. This increases the potential information we can receive through observation, just as we did for this workshop. Observation skills involve the helper's ability to see and understand the nonverbal behavior of the person. This is essential for empathy. We observe a person's appearance and behavior which tell us about the person's energy level, feelings, and readiness for action.

DIRECTIONS FOR INDIVIDUAL ACTIVITY

Explain: You are looking for cues to a person's energy level. The chief physical characteristic of any person is the energy level. When an individual's energy level is high, he/she is more apt to function effectively. This is why we do warm-ups - to raise our energy level.

Ask participants for examples of cues to a person's energy level, e.g., sad face, slumped shoulders.

Distribute Handout #4 (page 138) and read aloud the first two paragraphs of the handout. Stress the underlined statements. Ask participants to physically demonstrate how they look when they are high energy and low energy.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Self Discovery	The more you become aware of your energy level, the better able you will be to observe the parents. It is the parent's energy level, feelings and readiness that will give you the cue as to how receptive she/he may be.
Areas of Observation	We must observe physical, emotional, and intellectual readiness of the parent and of ourselves as helpers. Emotional readiness is shown through positive "up" feelings. Intellectual readiness is shown by high flexibility.

Observational Areas

DIRECTIONS FOR INDIVIDUAL ACTIVITY

Write the Levels of Observational Inferences (see below) on a flip chart before the workshop. Show the group the flip chart and then distribute Handout #5 (see page 139). Explain that one way of structuring observation is to observe the person for precisely the same attending posture which you try to exhibit as a helper. These observational inferences will help guide you in interpreting the behavior you are observing. You can make inferences about the person's functioning from these data:

AREAS	LOW ATTENDING	MODERATE ATTENDING	HIGH ATTENDING
Physical	Low energy	Moderate energy	High energy
Emotional	Down feelings	Mixed feelings	Up feelings
Intellectual	Low readiness	Moderate readiness	High readiness

Ask participants to pick out the figure on Handout #5 that shows high, moderate and low attending. Instruct participants to put an H next to the highest, M next to the moderate, and L next to the lowest.

DISCUSSION OF INDIVIDUAL ACTIVITY

Question	Key Concepts to Discuss
Which figure did you mark as the lowest male?	The man in the far back is the lowest because physically he does not exhibit high energy, seems to show feelings of rejection, and exhibits low readiness to discuss or to take action.
Which figure did you mark as the moderate attending male?	The middle male was exhibiting moderate energy, mixed feelings and moderate readiness. He has a frown and is sitting farther back in the chair.
Which male figure has the highest attending behavior?	The man closest to the front has the highest attending behavior because he is leaning forward, ready to listen, and he has an earnest face and exhibits up feelings.
Which woman has the lowest attending behavior?	The farthest woman has the lowest attending behavior because she is looking away and her face is distraught.
Which woman has the moderate attending behavior?	The middle woman has the moderate attending behavior. She is standing very straight but she is facing forward.
Which woman has high attending behavior?	The woman closest to the front has high attending behavior.

DIRECTIONS FOR GROUP ACTIVITY

Break the total group into five small groups. Have participants count out loud 1-5 and assign areas of the room for each group. On the flip chart in the front of the room, write a statement to be discussed by the small groups. Use only one statement. Each small group will be discussing the same statement.

The intent of the statement is to generate conversation. The statement used in this exercise should be of interest to the group. The more controversial the statement is the more effective the exercise will be.

Examples: The most important aspect of Head Start is its effect on families.

What changes will the new federal administration make in the next four years?

Parent designed activities are not always developmentally appropriate for young children.

Direct participants to share their feelings about this statement. However, before each person can speak, she/he must summarize (repeat verbatim) what the previous speaker has said to the satisfaction of the latter. Everyone has a turn to listen and to speak their ideas.

DISCUSSION OF ACTIVITY

Question	Key Concepts to Discuss
What were some of your feelings and perceptions as you participated in this exercise?	• Active listening requires effort. • What we think someone said is not always what they said. • Emotions affect listening. • People often want to express themselves when they know they will be accurately listened to.

Level of Responses to Listening Exercise

CONCEPTS FOR PRESENTATION

Topic	Key Concept to Present
High Accuracy	If the response to the statement was a verbatim recall, then it is considered high accuracy. This takes time and attention of the listener - not on the intent of the message, but on the exact words.
Moderate Accuracy	If the response to the statement was a recall or summary of the statement, then it is considered moderate accuracy. This level of accuracy captures the wording and the intent of the speaker.
Low Accuracy	If the response to the statement has little or no recall of the words or message, it is low accuracy.

DIRECTIONS FOR INDIVIDUAL EXERCISE

Distribute Handout #6 (page 140). Using the conversation generated in the LISTENING activity (page 125), ask the participants to write down the following: their level of accuracy as they listened; their listener's accuracy level and the other participants' levels.

Tell them that this is confidential, and for their own knowledge. If anyone wants to know what the others in the group saw as their accuracy level, they can ask. Otherwise, no one should volunteer this information.

CONCEPTS FOR DISCUSSION

Topic	Key Concepts to Discuss
Accuracy Level	The more we are aware of our own accuracy level, the more we can improve and change it. We can help parents to improve their listening by asking them what they understood, what the directions were, or if you covered a certain point. Helping people to listen will improve their relationship with others.

Feeling Words

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Review Skill Development	Now you have learned to attend to another person, to accurately observe him/her, and to use listening skills to learn what is being said.
Responding	In order to help another person more fully explore themselves and their world, you must learn to respond to and verbally communicate your understanding of their situation and experience.
Feelings	You must respond to the content, or the message, of what is being said and the feelings that are being expressed at the same time. In order to communicate your understanding of the person's feelings accurately, you will need some feeling words.

DIRECTIONS FOR LARGE GROUP EXERCISE

Have a flip chart made that includes general feeling categories of: HAPPY ANGRY SAD CONFUSED SCARED STRONG WEAK. Put these words horizontally across the top of the chart. Then write the list of intensities in a column on the far left side of the chart. See Handout #7 (page 141) as a sample.

Ask the group to brainstorm a list of feeling words for each category and each level of intensity. Be sure you are familiar with the handout. Write the participants' answers on the flip chart, making sure to write the correct word. If you are not sure, ask the group to say why they think the word is at that intensity level. For example - excited is a happy word of high intensity, as opposed to medium intensity. Stop when you have at least four or five examples of each category and intensity level.

Write a sample from the handout if the group has difficulty starting. After the exercise, pass out Handout #7. Give participants time to fill in the answers from the flip chart onto their handout.

CONCEPTS FOR DISCUSSION

Topic	Key Concepts to Discuss
What is the reason for knowing the intensity of a feeling word?	The reason is to accurately describe how the person is reacting to the situation. As a helper, you will often find that several feeling words capture the person's experience. If you explore all possible feelings, you will be more likely to pick the most accurate feeling.

How could you use feeling words when dealing with a parent?	In a problem solving situation where you are trying to understand what has happened, these words will give you a clue. It will help you to know how to react to the person and how the person is reacting.

Responding to Feelings

It is not enough to understand the range of feelings. You must also be able to communicate to the parent your understanding of his/her feelings. You can do this by communicating back (responding to) to the parent the feeling that was communicated to you. After you practice this for awhile you will become more in tune with the parent's feelings.

DIRECTIONS FOR INDIVIDUAL EXERCISE

Explain that a way to try out responding is to make a "YOU FEEL _____" statement in response the person's statement.

Distribute Handout #8, page 142. Read the example of the young man. "I finally found someone that I can really get along with. There's no pretentiousness about her at all. She is real and she understands me. I can be myself with her." Below the story is a list of feeling words. Ask the participants to circle the words that show how they think the young man is feeling and to write one feeling word after the "YOU FEEL _____" space.

CONCEPTS FOR DISCUSSION

Question	Key Concepts to Discuss
How would you feel if you were this young man?	Circle the words DELIGHTED (c.) and the word EXCITED (h.).
What feeling word did you choose to match the intensity of the young man's feeling?	The accurate answers are either: "YOU FEEL DELIGHTED." or "YOU FEEL EXCITED".
What was the "YOU FEEL ___" statement that you wrote?	

Feeling Exercise

DIRECTIONS FOR PAIRED EXERCISE

Ask the participants to choose a partner and pair up. Explain that their task is to choose one person to make a statement on how he/she feels about Head Start. The other person will listen and make several "YOU FEEL _____" statements, trying to match the intensity of the speaker's feeling. The object is for the helper to find the accurate intensity of the feeling word.

Give the pairs five minutes, then call time and ask them to switch roles.

CONCEPTS FOR DISCUSSION

Question	Key Concepts to Discuss
Was it difficult to get the accurate intensity?	Remember that sometimes people don't show the intensity of the feeling. You may need to fish for it by trying higher or lower intensity words.
How could you tell when you were accurate?	Remember that facial expressions and bodily appearance will be your guidepost. A person will stop repeating the same point if you've found the accurate response. They will continue with the message.

CONCEPTS FOR PRESENTATION AND DISCUSSION

Topic	Key Concept to Present and Discuss
Review	You have practiced involving the parent in a helping relationship by attending and responding to her. In order to facilitate a parent's self exploration in the areas of concern to her, the parent must understand where she is in relation to where she wants or needs to be, and what supports are available. The Social Service worker can assist the parent in her self understanding by helping her to clarify her experiences.
Understanding the problem	We do this by understanding her problem and how the problem impacts the parent today. The worker must identify with the parent. (A triangle represents the parent's life space)
Large Circle Small Circle	Which problem or stress is of most pressing concern and which is least pressing? (The stress is written in the circle. The larger the circle, the more the stress)
Arrows	How this stress affects the parent (makes her feel) and how the parent reacts to this stress. (Designated by an arrow)
C = Control ¢ = No Control	Which stress does she have most control over and which does she have least control over.
Support	Finally, in order to understand the problem the parent must identify the supports available. The understanding of the problem is complete when the stress and supports are clarified. This understanding is the motivating force for action on the identified problem.

DIRECTIONS FOR INDIVIDUAL EXERCISE

Pass out Handout #9 (page 143) "Life Space Exercise I."
Have a flip chart with the life space triangle on view in front of the group.
Read the directions for the exercise and then ask the group to write their stresses and supports. This is private information.
Give the group 10 minutes for this exercise.

continued . . .

DISCUSSION OF INDIVIDUAL EXERCISE

Question	Key Concepts to Discuss
Are there any comments and/or questions on the Life Space Model?	When you are confused about a situation, the reason is often that you have not identified the problem correctly. Half the battle is solved once you define what can be controlled and what cannot be controlled.
How could you use this model of problem solving when you deal with a family?	The same is true for a parent. Parents need help in sorting-out the small controllable problem, and which problems will take more time. They may need assistance in identifying their supports. The Social Service worker must be creative about what the supports, strengths and resources might be.

DIRECTIONS FOR INDIVIDUAL LIFE SPACE EXERCISE II

Pass out Handout #10 (page 144) and ask someone to read it aloud. Direct participants to fill in the Life Space Model of this person's stresses and supports, how they affect her and how she reacts. Follow the same directions as the Life Space Model you did for yourselves (Life Space Exercise I).

The answer sheet is page 145 . After the exercise, ask the participants to present and discuss their answers. Write these answers on a flip chart in a similar manner as outlined on the answer sheet.

Summary

Topic	Key Concepts to Present
Summary	Explain that through this workshop participants have reviewed the goal of helping, developed their attending skills of involving, observing and listening to one another, and communicated verbally their understanding of another's experiences by responding to the feelings expressed. The participants have analyzed major problem areas or stresses and have identified support systems for themselves and a sample case. The next step is to develop skills in planning and initiating action steps.

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Definitions

HELPING	Helping is a process of assisting a person to behave in new ways.
ATTENDING	Attending is giving the person the feeling of security in order to involve them in the helping process.
RESPONDING	Responding is communicating empathy to a person (seeing the world through another's eyes) in the process of leading them to self exploration and self-understanding.
INITIATING	Initiating is the development of a specific plan to reach the goal.

Exploring Attending Skills

The following exercise will help you become acquainted with attending skills.

STOP! Don't move a muscle until you finish reading this.

LOOK AT YOURSELF. How are you sitting? What are you wearing? What does your facial expression look like?

DESCRIBE YOURSELF _____

_____

_____

_____

From the description, what conclusions can you make about yourself?

_____

_____

_____

Are you sitting in a way that helps you to learn?

_____

_____

What can you change so that you will be better able to learn?

_____

_____

_____

_____

_____

5 Wh's of Involving Exercise

To involve/encourage another person in the helping process, you should inform them of who, what, when, where, how, and give them a reason why they should meet with you.

Identify the 5 Wh's (WHO, WHAT, WHEN, WHERE, WHY) from the following example.

"Hello, you appointment is with me, Mr. Kennerly, at 10:00 AM, Tuesday. My office is Room 306 at the clinic where you came Friday. If you come to the receptionist in the main lobby, she will buzz my office and I will come down to meet you. In this first meeting we'll explore the problem you expressed at intake and our goal will be to list and specify a starting point so we can help to clear up these problems. You sounded eager to start changing your life."

WHO _____

WHAT _____

WHEN _____

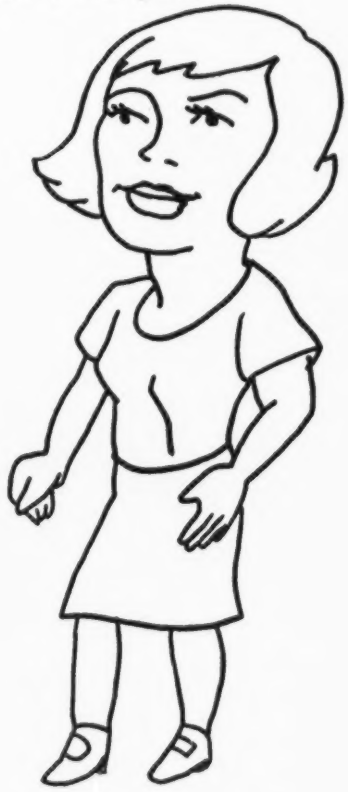
WHERE _____

WHY _____

HOW _____

Observation Handout

In order to identify how involved a person is with you, observation must be used.



The chief physical characteristic of any person is her energy level. When an individual's energy level is low, she functions poorly. When an individual's energy level is high, she is more apt to function effectively.

Knowing how long the individual can sustain high levels of functioning is essential if we are to know how she experiences her life. An individual's energy level enables her to follow through on achieving goals in the face of adverse circumstances. An individual's energy level allows her to experience the fullness of life. Persons with low energy levels have great difficulty in meeting even the simplest demands of everyday life.

* * * * * * * * * * * * * * * * * * * *

When an individual is alive and eager to live each day, she is physically active in living fully each day. Children are usually alive and full of energy. When they are not full of life, they are often suffering from some illness, physical or psychological.

Unlike the healthy child, however, many persons often function at low levels of physical energy. Because of conflicts within them, their energies are drained. They appear fatigued, are slow to respond and often respond inappropriately to the situation. Everything is a burden and they experience their day-to-day routine as overwhelming. Even when they function periodically at high levels, they are unable to sustain this behavior for prolonged periods of time.

Taken from "Art of Helping IV" Robert Carkhuff

OBSERVATIONAL AREAS

One way of structuring observing is to observe the person for precisely the same attending posture which you try to exhibit as a helper. These observational inferences will help guide you in interpreting the behavior you are observing.

AREAS	LOW	MODERATE	HIGH ATTENDING
Physical	Low Energy	Moderate Energy	High Energy
Emotional	Down Feelings	Mixed Feelings	Up Feelings
Intellectual	Low Readiness	Moderate Readiness	High Readiness

Taken from "Art of Helping IV" by Robert Carkhuff

LEVEL OF RESPONSES TO LISTENING EXERCISE

The responses to the statements were either:

High accuracy if the response was a verbatim recall.

Moderate accuracy if the response was a recall of the gist of the statement.

Low accuracy if the response had little or no recall of the statement.

- -

Write your accuracy level, your listener's accuracy level, and the accuracy level of the other participants.

YOUR ACCURACY LEVEL _____

_____

YOUR LISTENER'S ACCURACY LEVEL _____

_____

OTHER PARTICIPANT'S ACCURACY LEVEL

_____

_____

_____

_____

_____

SAMPLE CATEGORIES OF FEELINGS

Levels of Intensity	Happy	Sad	Angry
HIGH	Excited Elated Overjoyed	Hopeless Sorrowful Depressed	Furious Seeth Enraged
MEDIUM	Cheerful Up Good	Upset Distressed Down	Annoyed Frustrated Agitated
LOW	Glad Content Satisfied	Sorry Lost Bad	Uptight Dismayed Put Out

	Confused	Strong	Weak
HIGH	Bewildered Trapped Troubled	Potent Super Powerful	Overwhelmed Impotent Small
MEDIUM	Disorganized Mixed-up Foggy	Energetic Confident Capable	Incapable Helpless Insecure
LOW	Bothered Uncomfortable Undecided	Sure Secure Durable	Shaky Unsure Soft

RESPONDING TO FEELINGS

Example - Young Man's Story:

"I finally found somebody I can really get along with.
There's no pretentiousness about her at all.
She's real and she understands me.
I can be myself with her."

Feeling Words:

Circle the feeling words that could be used to express the young man's feelings.

a.	HAPPY	d.	CONFUSED	g.	SKEPTICAL
b.	WORRIED	e.	LET DOWN	h.	EXCITED
c.	DELIGHTED	f.	GOOD	i.	GRATIFIED

Write in the word that matches the intensity of the feeling.

"YOU FEEL _____"

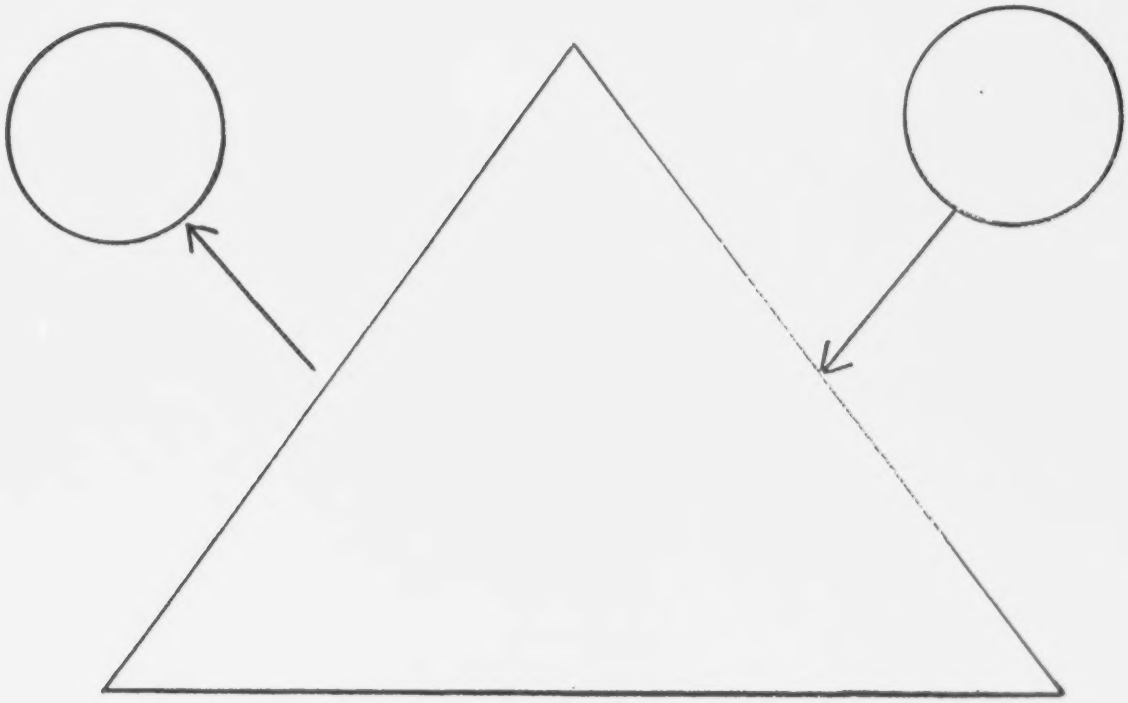
UNDERSTANDING THE PROBLEM

Life Space Exercise I

GOAL: To clarify the stresses and supports in a person's life.

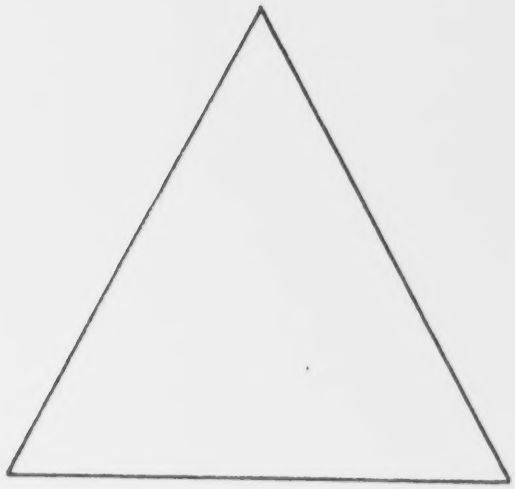
DIRECTIONS:

1. Draw a triangle
2. Draw circles around the triangle which represent your life stresses today. The amount of concern each stress is giving you is shown by the size of the circle. Make as many or as few circles as you have stresses.
3. Draw a line from the circle to the triangle and write on the line how that stress is affecting you.
4. Draw a line with an arrow from the triangle and write how you react to the stress.
5. List your supports for these stresses below the triangle. They can be the same as the stresses, person or thing. If there is extra time, add the time you spend on each support.



LIFE SPACE EXERCISE II

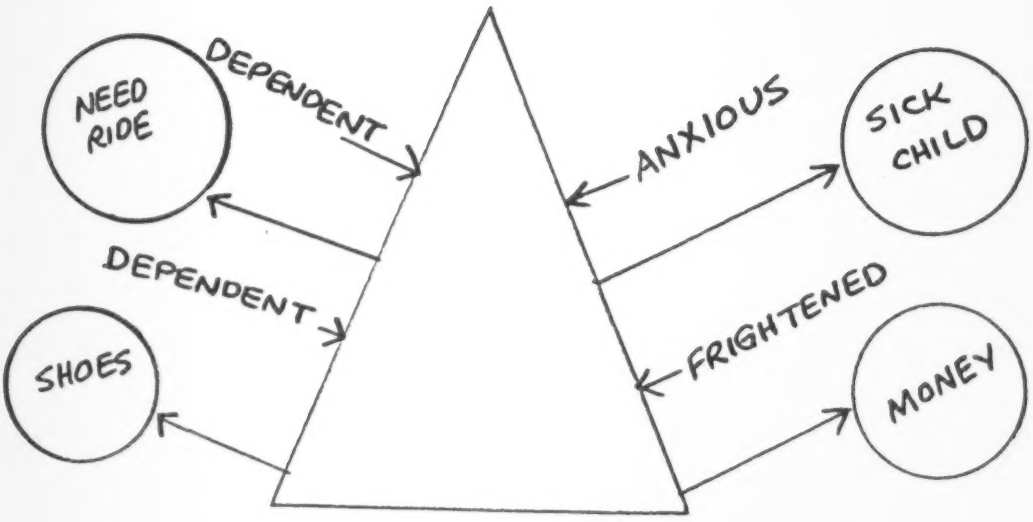
"Oh, I'm so glad you came by this afternoon. You have always just been so nice to me and so helpful. You know, the baby has been kind of sick and I had to take her to the hospital and my money hasn't come yet and I need a ride and you're just always so helpful. You always do the things we want you to do when we need you, you know. I know you know all those people downtown and if you'd go down there and ask for my check for me a little early I could get the baby's prescription filled. And you know the oldest one needs shoes. You know she's been looking kinda funny coming to school. You know maybe if you'd talk to them down there - you know them and they don't listen to me. If you'd talk to them I think maybe, you know. I could get the big one back in school and you know the baby is so sick. Would you, could you?"



From "Getting in Touch with Feelings" Film

Answer Sheet - Life Space Exercise II

1.	What are the stresses?	Need ride Sick child Shoes Money
2.	How do the stresses seem to effect her?	Sick child - anxious Money - frightened Shoes - dependent Ride Need - dependent
3.	How does she react to the following?	Sick Child - ask for help Money - uses flattery to get what she wants Shoes - uses guilt to pressure Ride Need - asks for it
4.	What are her supports?	Social Service Worker Welfare Verbal Skills Persuasive



No. 9 Identifying Family Needs & Community Services

OVERVIEW

This module familiarizes participants with Head Start family needs and the services available to meet those needs. The module clarifies the difference between the needs of families which can be met by direct services by Head Start staff, the needs for which a referral must be made, and the needs for which advocacy is required.

The format is designed for up to 30 participants for a 3-hour workshop.

LEARNER OUTCOMES

The participants will be able to:

- identify the overall needs of Head Start families
- clarify which services will be provided directly by Head Start staff, especially Social Services staff
- refer services to be provided by another agency
- identify advocacy strategies for use in the community

AGENDA

Definition of Terms

Large Group Activity -
Brainstorming the Needs of Head Start Families

Maslow's Hierarchy of Needs

Small Group Acitivity -
Types of Service Delivery

Group Sharing

Contracting

(optional) Deciding on Advocacy Issues

Summary and Evaluation

Identifying Family Needs & Community Services

PRODEDURES

Approximate Time	Activity
15 minutes	Briefly explain the agenda and learner outcomes for the session. Select and use a warm-up from page 3.
15 minutes	Discuss "Definition of Terms", page 148. Handout #1 (page 156)
15 minutes	Large Group Activity - Brainstorming the "Needs of Head Start Families" (see page 149).
15 minutes	Present "Maslow's Hierarchy of Needs", page 150. Handout #2, page 157.
45 minutes	Small Group Activity - "Types of Service Delivery", page 151.
45 minutes	Discuss in large group - direct services, referral services, advocacy strategies, page 152.
15 minutes	Contract with participants, page 154. Handout #3 (page 158)
15 minutes	Summarize and follow-up

Definitions

DIRECTIONS FOR DISCUSSION

Discuss the following questions. This will help participants to clarify the definitions of the terms used in identifying family needs.
After you have a few answers for each question, pass out Handout #1 (page 156). The definitions on the handout are suggested interpretations of those terms for Head Start staff use.

Question	Key Concepts to Discuss
What is a family needs assessment?	It is the process of identifying the severity of the living conditions of the family, and the process of identifying the inadequacies of the existing social services in the community.
What is an example of a referral?	A referral is a service or person outside of Head Start to which a person is directed in order to meet a need. Do not confuse the word referral with an internal referral such as from a teacher to a social service worker to make a home visit. Example: When you personally give the name and number of an agency, or contact the agency yourself, you are making a referral. You may give the number to call for emergency shelter and the name of a contact person to a family in need. This is a referral. Giving the resource directory does give referral information, but is not a referral.
What is direct service?	Direct service is assistance offered by Head Start staff to a family member, e.g. informal counseling, problem solving, family needs assessment, training sessions.
What is advocacy?	Advocacy is the act of representing a family need for adequate services by speaking out for the rights of families or encouraging parents to speak out for their own rights to the community or other community agencies.

Brainstorming Family Needs

DIRECTIONS FOR LARGE GROUP ACTIVITY

Ask the first two questions (see below) to increase the staff's sensitivity to and awareness of family needs. Have the entire group brainstorm answers and write the answers on a flip chart.

This is an example of how it should look:

Basic Needs	Beyond Basic Needs
Food	Friends
Shelter	Lovers
Clothing	Self concept
	Pride

After you are through brainstorming the first two questions, ask the last question. Identify the needs of families in your area from these lists and underline them.

CONCEPTS FOR DISCUSSION

Question	Key Concepts to Discuss
What are a person's basic needs?	We all have needs - some are more important than others. Food, shelter, clothing, job, home and security are some of the basic needs.
What are a person's needs that are beyond basic needs?	A family, friends, groups, committees, teams, recreations, feeling lovable and capable. The distinction between basic and beyond basic needs is based on Maslow's Hierarchy of Needs (page 157).
Which of these needs do your Head Start families have?	There are certain needs that are more prevalent in some geographic areas than others. Those are the needs that should be addressed in the family needs assessment. You can identify the special needs of families in your community the more you know the families and the services.

Maslow's Hierarchy of Needs

DIRECTIONS FOR PRESENTATION

Copy Handout #2, "Maslow's Hierarchy of Needs" (page 157) before the workshop. Also, put the hierarchy on a flipchart for the entire group to view. Distribute and review the handout and then ask the group if they have seen an example of these stages in action.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Maslow's Hierarchy of Needs	Our needs come in stages, one dependent on the other. The lowest stage is physiological needs and the highest is self fulfillment. A person moves from stage to stage either up or down. A person with extreme food needs will not be interested in recreation until the food need is met.
Physiological Needs	Maslow believes that the first stage of needs is physiological. Food, clothing and shelter are physiological needs.
Safety Needs	The second stage is safety. Jobs, home, and security are important to people in this stage.
Social Needs	Family, friends, groups, committees, teams and recreation are the priorities in this stage.
Esteem Needs	The person in this stage is concerned about being lovable and capable.
Self Fulfillment Needs	Ego fulfillment - "What do I want?" "What am I here for?" These are the questions of the person in the highest stage.

DIRECTIONS FOR SMALL-GROUP ACTIVITY

Explain to the large group that the task of social services is to identify the family's needs and to deliver services to meet those needs, or to refer the family to other service agencies. Social service staff also provide follow-up assistance to assure that needs are met.

Ask the participants: "What are the three distinct types of service delivery that Head Start offers?" Three types of service delivery are: REFERRAL, DIRECT, and ADVOCACY.

Break the total group into three smaller groups in the following way. Group 1 participants are least familiar with the referral services in their geographic area. Group 2 participants are very familiar with the referral agencies in the area, but are not sure of what they can offer directly to the family. Group 3 participants know the referral services and understand what Head Start offers directly. Group 3 is ready to take the next step toward advocacy planning.

The rule of thumb is to put participants into the least difficult group for them. This type of group composition has been shown to be most beneficial for participants. It challenges each group to learn something new without frustrating them in a task that is beyond their ability. The newest people first need to know the referral services. Once that is achieved, they need to examine the direct services they can provide. Lastly, they are ready to analyze community change.

On a flip chart, select and write 5-6 needs of Head Start parents. Consult the list from "Brainstorming Family Needs." Make three columns for referral, direct and advocacy - see example below.

NEED	REFERRAL	DIRECT	ADVOCACY
Medicaid			
Housing			
Job Training			
Reading Skills			
Marital Support			

Explain that for every assessed need of parents in the program, there should be a service available by a referral agency, staff member or advocacy strategy.

Hand out your program's Community Resource Directory.

All groups should choose a recorder and presenter. The recorder will write the brainstormed answers on newsprint and the presenter will post this page for all participants to read.

Allow 30 minutes to complete the task. Call a warning after 25 minutes, before time is up.

continued . . .

continued . . .

Ask Group 1 to brainstorm answers to the question:
"WHAT AGENCY SERVICES ARE AVAILABLE TO MEET THESE NEEDS?"
Tell them they can use their Community Resource Directory to pick out the agencies that would service each listed need. For example, the need may be for Medicaid, and the agency to meet the need may be DSS or CAP.

Ask Group 2 to brainstorm answers to the question:
"WHAT TYPES OF DIRECT SERVICES DOES OUR PROGRAM PRESENTLY PROVIDE TO MEET THOSE NEEDS?"

Ask Group 3 to brainstorm answers to the question:
"WHAT ARE SOME ADVOCACY STRATEGIES NEEDED TO EITHER CREATE OR IMPROVE THE SERVICES AVAILABLE TO MEET THOSE NEEDS?"
If the need adequately provided for by the agencies, go on to the next need. If all the listed needs are provided for, then ask the group to list four needs that do require advocacy in your area and brainstorm a list of strategies for those.

LARGE GROUP DISCUSSION OF THE ACTIVITY

After the small group exercise, bring the participants back into a large group. Make sure all newsprint pages are on view for everyone to see. Beginning with Group 1, ask each group to present its answers. After each presentation, stop and discuss the key concepts.

GROUP 1

Question	Key Concept to Discuss
Are there other referral services, interest groups or organizations to be added to the list?	There is usually more than one agency to meet a need. Sometimes groups or organizations, not just agencies, can either meet the need of serve as an advocate.
What benefit is there to knowing the available services before assessing needs?	Instead of asking a parent to identify his needs, staff will be able to offer services and find out if they are needed. Parents know their own needs but are cautious about stating them. Trust is built by knowing the referral service. Staff will be aware of available referral services and be able to communicate this.

continued . . .

Question	Key Concept to Discuss
	GROUP 2
Do you know of any other direct services that could be provided by Head Start to the parent?	This is a time to be creative about the use of Head Start staff skills and resources. Direct service usually occurs in the form of problem solving meetings or as follow-up contacts with families.
	GROUP 3
Are there any additional strategies that you can add?	The more people involved with brainstorming strategies, the more alternatives there will be.
Which advocacy strategy could be achieved?	Not all areas where advocacy is needed can be dealt with this year.
Which advocacy effort would show quick results?	Staff who concentrate on issues that are controllable, short term and of most relevance to the family, will provide better service.
Which advocacy need is most pressing for parents in your community?	Write a brief list of major advocacy concerns.

DIRECTIONS FOR INDIVIDUAL ACTIVITY

Each person can increase his/her skills and knowledge of identifying family needs and community services.

Handout #3 (page 158) "Contract Form" should be distributed. Ask participants to write out their strategies on improving their knowledge and skills of referral, providing direct service and advocating for families. For example, a participant may want to become more familiar with community agencies. The participant could reveiw and/or update the resource directory, and could also visit some key agencies.

Keep these questions in mind while working on the strategies:

- What do you need to know or practice to better assess needs and deliver services as a result of this training?

- What are two steps you will take to improve your knowledge or skill of referral, direct service and advocacy?

Make sure that participants write in the date to be completed (no longer than three months). Collect the contract form before the participants leave. Contact them after a specified time to check on their progress and tell them you will do so.

Summary and Follow-Up

Topic	Key Concepts to Present
Summary	During the workshop participants identified the range of family needs, listed referrals, direct services, and advocacy strategies available to meet some of those needs. Participants have committed themselves to improving their skills and knowedge of identifying family needs and community services. After identifying the need, participants experienced planning strategies to meet the need. This is similar to the parent's experience as they identify and plan to meet their needs.
Follow-up	Participants should be contacted to review their progress according to the planned strategies.* Participants may want to review the Family Needs Assessment Form or Family Profile in order to become familiar with completing the form and recording the parent's plan of action. Trainer should see Handouts #4 and #5 for a sample Family Needs Assessment Form and a sample Family Action Plan. Handout only if you wish participants to comment on it. Otherwise, you should have your program's Family Needs Assessment forms available.

*(within six weeks)

DEFINITIONS

FAMILY NEEDS ASSESSMENT

The process of identifying the severity of the living conditions of the family, and the process of identifying the inadequacies of existing social services.

REFERRAL

An outside service or person to which a person is directed in order to meet a need.

DIRECT SERVICE

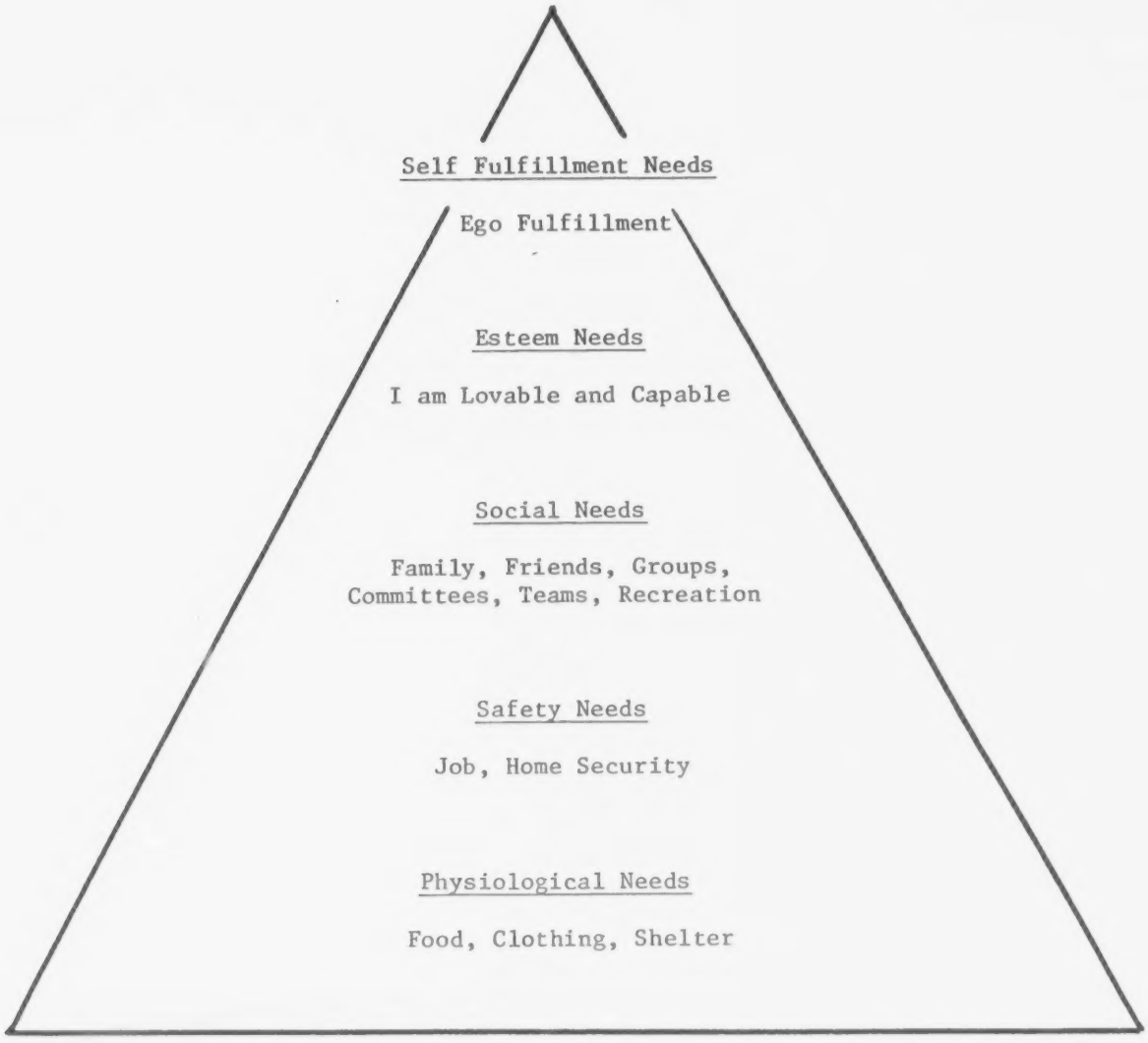
Assistance offered by Head Start staff to the family member, e.g. informal counseling, problem solving, training sessions.

ADVOCACY

Act of representing Head Start family needs for adequate services to the community and other community agencies.

Handout #2

MASLOW'S HIERARCHY OF NEEDS



Handout #3

CONTRACT FORM

Name _____ Date _____

GOAL: To improve my knowledge and skill of referral, direct service and advocacy, I will:

STRATEGY	PERSON COORDINATED WITH	DATE TO BE COMPLETED
1.		
2.		

Name of Center _____

Telephone _____

Signatures _____ Title _____

_____ Title _____

_____ Title _____

Handout #4

Optional

SAMPLE FAMILY NEEDS ASSESSMENT (PROFILE)

Family Name _____ Date _____

Address _____

Telephone _____

This is a list of possible family concerns. We can provide information on the community services available to deal with these concerns. Please check if services are being provided, desired,or needed.

		Service already provided	Service desired	Service needed
1.	Adoption			
2.	Alcoholism			
3.	Budgeting			
4.	Care for elderly			
5.	Child Abuse			
6.	Citizenship			
7.	Counseling			
8.	Drug Abuse			
9.	Employment			
10.	Financial assistance			
11.	Food Stamps			
12.	Foster homes for children			
13.	G.E.D. Program (high school diploma)			
14.	Health clinic			
15.	Homemaking services			
16.	Housing			
17.	Job training			
18.	Legal assistance			
19.	Marriage counseling			
20.	Medical assistance			
21.	Nursing care			
22.	Recreational activities			
23.	Senior citizen activities			
24.	Social security benefits			
25.	Training programs			
26.	Youth advocates program			
27.	_ _ _ _ _ _ _ _ _ _ _ _ _ _			

Head Start provides services directly to families.
Are you interested in:

	Yes	No
Workshops on Nutrition		
Budgeting		
Parent Education		
Helping with Clothing Drive, Fundraising		
Organizing social activities - Bowling, Field Trips		

Are there ongoing needs for which there are no apparent services?

Are you interested in trying to improve or establish the service?

Handout #5

SAMPLE FAMILY ACTION PLAN

Worker and Parents agree on the following problem areas:

_____

_____

Blocks/Observations/Comments: _____

_____

	Person Responsible	Projected Date
Short Term Goal: _____		
_____		
Objective: _____		
Strategies:		
1. _____		
_____		
2. _____		
_____		
Worker's assessment of family's Long Term Goals:		
_____		
_____		
Possible Objectives:		
1. _____		
_____		
2. _____		
_____		

Worker's Name _____

Date of Form Completion _____

REFERENCES

"Needs Assessment: A Guide for Human Service Agencies" Minnesota Planning Agency.

"Identifying Family Needs" - slide/tape developed by LINC of North Carolina. Available through HSRTC.

A Welfare Mother by Susan Sheehan.

Let's Do It Now by Rodney Crow.

The Farther Reaches of Human Nature, Maslow. New York: Abraham/Viking Press, 1971.

No. 10 **Improving Community Services**

AN ADVOCACY APPROACH

OVERVIEW

This module provides specific instructions on how to plan and deliver a three hour workshop for approximately 30 participants on improving community services. It outlines, step by step, what advocacy information to present and directions on how to present it.

LEARNER OUTCOMES

Participants will be able to:

- understand the task of the family advocate
- develop a plan of action to improve a local community service

AGENDA

Advocacy in Human Services Agencies - Why do it?

What is the role of the advocate?

Conceptual Milestone Model

Case Study Planning Activity

Alternative Patterns of Action

PROCEDURES

Approximate Time	Activities
15 minutes	Select and use a warm-up from page 3 . Briefly explain learner outcomes and agenda for the session.
20 minutes	Brainstorm and present "Advocacy in Human Services Agencies - Why do it?" See page 164. Handout #1, page 173 .
25 minutes	Present "What is the Role of the Advocate?" See page 165 . Handout #2, page 174 .
10 minutes	BREAK
10 minutes	Present and discuss "Conceptual Milestone Model." Page 167 Handout #3, page 175 .
30 minutes	Conduct small group activity "Case Study Planning." Page 168 Handouts #4, #5, #6, #7, pages 176-179 .
30 minutes	Conduct large group discussion, page 168 .
30 minutes	Present and discuss "Alternative Patterns of Advocacy." Page 170 . Handout #8, page 180 .
10 minutes	Summarize and evaluate.

Advocacy in Human Service Agencies

We often find that services to children and families are poor and fragmented and it is the task of the advocate to correct these deficiencies. Understanding why advocacy is needed can be a motivation in learning advocacy techniques.

DIRECTIONS

Refer to Handout #1 (page 173) for topics to be covered in this discussion. Let the participants know that they will receive a copy of the handout at the end of the exercise.

Have flipchart, felt tip pens and masking tape readily available throughout the workshop. Record participants' ideas on the flipchart for the entire group to see. Be sure to cover all the items in the handout, either through discussion or presentation.

CONCEPTS FOR DISCUSSION

Questions	Key Concepts to Discuss
Why do community services need to be improved?	In today's society we often find that services to children and families are poor and fragmented and suffer from the following characteristics: • no service available • services tend to be oriented to crisis and symptoms rather than to the real problem • only a small number of those in need are served For additional characteristics, see Handout #1.
Why does the social services component serve as advocate for Head Start families?	Head Start believes that changing the quality and quantity of services to families will improve the quality of family life. Everyone (parents, staff, citizen groups, volunteer and public agencies) plays a role in bringing about change and all must coalesce to decide on the nature of change needed.

Tasks of the Advocate in Head Start

The advocate's role is spelled out in these three tasks:

to:

- educate the community about the Head Start program and social service needs
- speak for the rights of Head Start families and encourage parents to speak in their behalf.
- get other people to be advocates

DIRECTIONS

Prepare a flip chart with these three functions listed on it. Distribute Handout #2 (page 174) and read aloud the paragraph preceding each topic. For example, prior to presenting and discussing the topic "Speak for the rights of individual families", read this section aloud from the handout.

CONCEPTS FOR PRESENTATION AND DISCUSSION

Topic	Key Concepts to Present	Key Concepts to Discuss
Educate the community	The more we educate the community, the more impact we have in the long term. Education is best used when we assume that the cause of the problem is inaccurate and inadequate information.	When did you educate the community on a family need? When is education the best approach to use?
Speak for the rights of individual families	If the parent is able to make herself understood and heard, then she should be encouraged to speak for herself. If the parent lacks the skills and self concept to do so, then staff can serve as a model for her.	Does anyone have an example of a time when you spoke out for the rights of an individual family? ... of a time when you encouraged a parent to speak on her behalf? When is is most appropriate to speak out for a family, and when is it best to encourage parents to speak out for themselves?
Get people outside the program to be advocates for Head Start	Others should be called in if they will be affected by the activities; if they have more information and clout; if they have a vested interest in doing so; if they will be helpful; and if they are required to be there.	Does anyone have an example of a time when you encouraged outsiders to support Head Start, or a parent's need?

continued . . .

	Be sure to have your facts and plans well organized.	When is the best time to get others involved?
Tasks & Approaches	Sometimes it will be appropriate to carry out more than one task at a time. Perhaps you will want to educate and speak out, or speak out with the support of other people. There is no one magic formula. These are suggested approaches to use as you analyze the problem and look for alternative solutions.	
Definition of Advocate	An advocate is a spokesperson who supports, encourages and promotes the Head Start program and its families.	
What is required of the advocate in Head Start?	According to the Performance Standards, the Social Service Component is required to "establish the role of advocate and spokesperson for Head Start families." The Head Start Social Service Coordinator and staff should, in a prudent and positive way, represent the best interests of Head Start families to the community and other community agencies, especially if the family has any problems in receiving benefits from local resources.	

Conceptual Milestone Model

DIRECTIONS

Show the group the seven steps of the Conceptual Milestone Model on a flip chart. Pass out Handout #3 (page 175) and review each step. Tell participants that they will be using this model in exercise. (See Case Study Planning Activity, page 168)

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Planning	In order to increase the effectiveness of your advocacy strategies, thorough and orderly planning is essential.
Conceptual Milestone Model	1. Identify the problem/need. 2. Identify an overall goal to solve the problem identified. 3. Develop a plan which includes all the necessary steps, with a time frame. Steps can be objectives or activities. 4. Obtain institutional commitments from local groups. 5. Assign responsibility, decide who will be responsible for what step. Mobilize resources. 6. Implement the project or plan. 7. Evaluate - even if it is an ongoing project, the evaluation is necessary.
Points to Remember	• Each step of the plan needs a time frame. • Word the steps in the future tense. • Involve everybody that may be affected. • If possible, have an outsider, e.g. the education coordinator or director, to sit in on the identification of the problem.
Analyze Use of Plan	A written evaluation will help to analyze the results and keep the information for later use. If you jump in before you know where you are going, you may wind up somewhere else. The clearer you are on your goal and alternatives, the less you will be swayed off course.

Case Study Planning Exercise

DIRECTIONS FOR GROUP ACTIVITY

Distribute the Case Study Sample, Handout #4 (page 176). Read the handout and explain that this is the format that will be used in working on Case Studies 1, 2, and 3. Duplicate enough copies of Case Studies 1, 2, and 3 for three equal size groups of people (see pages 177-178-179). Divide the large group into three equal sized small groups. Distribute one type of case study to each group (either Case Study 1, 2, or 3).

Direct each group to read their case study and to follow the Conceptual Milestone Model to solve the case. The group must work as a team. Each small group puts the answers on a newsprint page and chooses someone to present it to the large group.

Give the groups approximately 30 minutes to complete the task. Visit each group at least once to make sure they are on task and understand the directions. Call a five minute notice to finish up and check those who need more time. After each group is finished, ask them to put their answers up for all to see.

DISCUSSION OF GROUP ACTIVITY

Question	Key Concepts to Discuss
Case Study 1: Mrs. Allen	
Is the goal related to the problem?	If the goal does not relate to the problem, it will never be solved. We must be careful not to introduce what we see as the goal before we understand the parent's goal.
Will the steps achieve the goal?	Review the Conceptual Milestone Model.
What advocacy approach is required?	The Social Service advocacy approach in this case is to speak out and encourage Mrs. Allen to speak out.
How did you decide who would speak out?	
Were all the Conceptual Milestone Model steps followed? If not, why?	Review the steps and if they were not followed, examine the reasons why.

continued . . .

Case Study II

Baby formula

Was it difficult to decide upon a goal? Why?	Be careful to recheck the goal when you are through planning. If you have trouble with reaching the goal, write your evaluation according to what you would like to see happen. This becomes your goal.
Does the goal relate to the problem?	
Will the steps achieve the goal?	If the steps will not necessarily reach the goal, you may need to add contingency steps.
What advocate role is required in this case?	The role of the Social Service advocate is both that of educating the community and speaking out.
Did the group cover all the steps of the Model? If not, why?	

Case Study III

Kindergarten

Does the goal relate to the problem?	
Will the steps achieve the goal?	
What advocacy approach was used in this case?	The major advocacy approach is educting the community, although all three approaches - education, speaking out, and mobilizing other agencies - will be used in this case.
Who are the people involved in this issue?	Present and future parents from Head Start and local parents of preschoolers.
Did the group follow the Model steps?	
Summary	To improve community services, you will make the most effective use of your time if you plan. The most neglected but essential step is to properly define the problem. Once you have adequately defined the problem, the "how to's" can be brainstormed.

Alternative Patterns of Action / Which is Right for You?

DIRECTIONS

On a flip chart, write the five alternative patterns of action (see below). Consult Handout #8 (page 180), presenting all the information on each alternative pattern of action. After each presentation, ask participants if they have used this approach and ask for examples, questions, and comments.

Distribute Handout #8 at the end of the presentation.

* * * * *

There are five alternative patterns of action from which to choose when planning your advocacy strategies. Each has advantages and disadvantages. You must know your area and community before making a final decision. This is not a final list - any combination or additions are acceptable. Be creative.

CONCEPTS FOR PRESENTATION AND DISCUSSION

Topic	Key Concepts to Present and Discuss
Coalition Approach	Ultimately the coalition approach is desirable, provided that your goals are not too badly compromised. This is particularly useful for specific short-term goals, such as health care problems, funding hospitals, supporting more programs for mental patients. The full range of goals may go beyond what the average coalition can be rallied around. Try to visualize any points at which a coalition can be set up to enhance effectiveness for a specific goal.
Revitalizing an existing group	Consider the possibility of revitalizing an existing group with care. Why is it dormant? If the factors for its present state are unchanged, this may be an unwise approach to adopt. Talking with other community leaders may expedite your analysis of the situation. If it simply completed its assigned task and then went out of business temporarily, its revitalization may be practical. But if its leaders somehow alienated many sectors of the public in their strategy, this might hinder effective work by the group on a new project
Neighborhood Involvement	If you live in a small intentional community, and a few other people in the area share your views, the neighborhood approach is appropriate. The neighborhood pattern also lends itself to projects which impact the immediate community, such as a nuclear power plant.
Church or School Based Group	Given a good base in your own worship group or school community, start with that and look toward a coalition eventually. Perhaps this can come through contacts in a local ministerial council, federation of church women, or professional educational group.

Converting a Social Group	If you have established acceptance in a social group and you realize that they share your political goals, this may be a strategic time to convert their energies into goals that will benefit humankind. Their social proclivities may be an asset in such activities as organizing benefits to raise money (an arts festival, sports event, little theatre, bridge).
Which pattern of action to choose?	The objective is to involve as many people as possible within a time frame needed to accomplish certain defined results.

Summary and Evaluation

Topic	Key Concept to Discuss
Summary	There are many alternative courses to choose from for your advocacy plan of action. Once you understand your roles of educator, speaker, and organizer, you can allow others to take leadership. They can then carry some of the responsibility. Your job is to keep on top of their progress. Remember that it can be a fun, growth producing experience. The more you plan and seek to use new alternatives, the more it will be an exciting and productive experience for everyone.
Evaluation	Optional: What are the key points that you learned from this workshop? What was most helpful? What was least beneficial?

Handout #1

ADVOCACY IN HUMAN SERVICE AGENCIES

In today's society we often find that services to children and families are poor and fragmented and suffer from the following characteristics:

- no service available
- services tend to be oriented to crisis and and symptoms rather than to the real problem
- only a small number of those in need are served
- available funds are spread over a large number of programs, and no one program has enough funds to be very effective
- eligibility criteria and application procedures are usually deterrents to receiving services.
- little follow-up or evaluation takes place to determine what works and what does not
- programs are often poorly planned and overlap services presently being delivered.

IT IS THE TASK OF THE ADVOCATE TO CORRECT THESE DEFICIENCIES.

There are no general guidelines for solving service delivery problems, however, long-term plans must be developed to have sufficient impact. Everyone (parents, staff, citizen groups, voluntary and public agencies) plays a role in bringing about change, and all must coalesce to decide on the nature of change needed.

TASKS OF THE ADVOCATE IN HEAD START

- Educate the community at large about the Head Start program and social service needs
- Speak for the rights of individual Head Start families, as well as encourage parents to speak out in their behalf
- Get other people outside of your program to be advocates for Head Start and for other low-income families in the community

EDUCATE THE COMMUNITY

If there is no agency established to meet specific needs of families, Head Start staff have the responsibility to make the community aware of the types of needs which are going unmet. You may choose, in cooperation with representatives of community agencies, to bring the unmet needs to the attention of the public. For example, you may discover that there is no agency which offers emergency food to families in acute need. There may be a group or club in the community that would like to assume responsibility for establishing an emergency food bank. Another option might be to get your Community Action Agency to request that monies be provided for emergency food in next year's budget proposal.

SPEAK FOR THE RIGHTS OF INDIVIDUAL FAMILIES

An integral part of service delivery to Head Start families is referral to community resources. An additional aspect of referrals is the follow-up process. Community agencies must occasionally be reminded of their obligations to the people they serve.

Your role as advocate for Head Start families is to evaluate the quality and accessibility of these services to families. An example of your advocacy role might be as follows. A family has been rejected by an agency for an invalid reason. The Social Service Coordinator acts as a spokesperson for the family's rights.

GET OTHER PEOPLE, OUTSIDE OF YOUR PROGRAM, TO BE ADVOCATES FOR HEAD START

The third role of an advocate is to solicit advocates outside the program for Head Start families. Support could be solicited from citizen groups and other community agencies whose goals are similar to Head Start. Remember that a large support base assures greater success.

As indicated by the Performance Standards, a Social Service Advisory Committee may be formed to provide input concerning needed social services and to act as an advocacy group in obtaining these services. This committee should be comprised of Head Start staff, staff from other community agencies, and most important Head Start parents.

CONCEPTUAL MILESTONE MODEL

1. Identify the problem/need.
2. Identify an overall goal to solve the identified problem.
3. Develop a plan which includes all necessary steps, with a time frame.
4. Obtain institutional commitments from local groups.
5. Assign responsibilities/mobilize resources (who is responsible).
6. Implement project/plan.
7. Evaluate - even if it is an ongoing project, evaluation is necessary.

Basic Points to Remember:

- Each step of the plan needs a time frame
- Word the steps in the "future tense"
- Involve everybody that may be affected
- Have an outsider, if possible, sit in on the identification of the problem. This could possibly be the Education Coordinator or Director.
- Develop some kind of written evaluation.

Handout #4

CASE STUDY - SAMPLE

The setting is a rural area in Central Pennsylvania, Bedwin County. A Head Start parent is residing with her parents. The problem is that she has no form of income and is unable to obtain cash assistance. The single parent previously had applied for cash assistance at the County Board of Assistance. The case worker informed the parent that she must identify the father. Parent reported that she was raped and does not know father's identity.

The people involved are: Head Start parent, Caseworker-CBA, Social Service coordinator, Home Visitor

Short Term Goal: Mother to receive cash assistance and to obtain services from CBA office. Parents with similar circumstances receive services from CBA office.

Objective: Clear explanation of the eligibility requirements for assistance.

Long Term Goal: Receive equitable service from different caseworker.

STEPS taken to solve the problem:	Who	Dates
1. Had home visitor talk with parent about applying for cash assistance.	Home Visitor	4/7/80
2. Phoned CBA office and talked with income maintenance worker.	Coordinator	4/15/80
3. Talked with parent about applying for cash assistance.	Coordinator	4/23/80
4.		
5.		

CASE STUDY #1

On a recent home visit, Mrs. Allen indicated that she has problems stretching her food dollars. After a long discussion, you (the Social Service worker) determine that she is not participating in the food stamp program. The Social Service worker reviews the materials on the food stamp program, and feels that Mrs. Allen is eligible to participate. An appointment is made for her to apply at the Department of Social Services.

After her appointment, Mrs. Allen calls and tells the Social Service worker that she was found ineligible. You ask Mrs. Allen what happened and learn that the worker at the Department did not use all information necessary to certify her. In so doing, the worker has violated some of the provisions of the food stamp regulations. Mrs. Allen also indicates that the worker's attitude was poor and he refused to tell her why she was ineligible.

In the role of advocate, what steps would you take in behalf of Mrs. Allen?

Short Term Goal: _____

_____

Objective: _____

_____

Long Term Goal: _____

_____

Steps taken to solve the problem:	Who	Date
1. _____	_____	_____
_____		
2. _____	_____	_____
_____		

CASE STUDY #2

Area and Setting: This situation takes place in Woodell City, Pennsylvania. Woodell is a small town that has suffered many economic difficulties in recent years due to the closing of a number of local industries.

The family is a five member family composed of both mother and father and three children, the oldest being four years of age, and the youngest six months. The family is receiving assistance due to the father's inner ear problem which is preventing him from obtaining any type of employment.

Center: The County Head Start program services 120 children through two centers. One is located in Woodell City.

People and Positions: Social Service Coordinator, Head Start
Director, Woodell branch of the United Fund
Director, Woodell branch of the Salvation Army
Director, Woodell City Welfare Fund

Present Problem: Family needed two cans of formula for their baby since their food stamps had not arrived, and they were out of formula. The above agencies claim to provide emergency assistance, so the Social Service Coordinator suggested to the family that they contact an agency. When the mother called to state her need she was met with criticism. The worker stated thaty they were not that type of agency and did not want to be bothered by "you people." It is important at this point to state that the director of the agency also operates the local Chamber of Commerce. The Social Service Coordinator's awareness of the situation came about through a letter to the editor the parents had written.

In the role of advocate, what steps would you take in behalf of the family?

Short Term Goal: _____

Objective: _____

Long Term Goal: _____

Steps taken to solve the problem:	Who	Date
1. _____	_____	_____
2. _____	_____	_____

CASE STUDY #3

The setting is a Head Start Center in a rural area. Some of the low income families are unable, because of high cost of gas, to transport their children to kindergarten. The school district does transport school children in the family, i.e., 6 years old and up.

People and Positions: Social Service Coordinator
Parents in program (4)
Policy Council Representative
CAP Community Organizers

In the role of advocate, what steps would you take in behalf of the families?

ShortTerm Goal: _____

_____

Objective: _____

_____

Long Term Goal: _____

_____

Steps taken to solve the problem:	Who	Date
1. _____	_____	_____
_____		
2. _____	_____	_____
_____		

Handout #8

ALTERNATIVE PATTERNS OF ACTION: WHICH IS RIGHT FOR YOU?

- COALITION APPROACH
- REVITALIZING AN EXISTING GROUP
- NEIGHBORHOOD INVOLVEMENT
- CHURCH OR SCHOOL BASED GROUP
- CONVERTING A SOCIAL GROUP

COALITION APPROACH - Where several sectors of the public are ready to work for a goal, a coalition makes sense.

Advantages: More credibility in community. Larger local constituency. Fewer persons needed for positions of leadership compared to each constituent group working independently.

Drawbacks: Possible dilution of philosophy/motivation to accommodate varying backgrounds of constituent groups.

REVITALIZING AN EXISTING GROUP - If some of its leaders are still interested and available, this may make sense.

Advantages: Experience and expertise of existing leaders. A ready-made constituency. Reputation in community already established.

Drawbacks: Community reputation may be tarnished by unsuccessful programs in past. Former leaders may cling to discredited strategies, resist creative new approaches.

NEIGHBORHOOD INVOLVEMENT - Trying to organize the immediate neighborhood, perhaps block by block, is exciting and, for certain types of projects, especially appropriate.

Advantages: Representation of good cross-section of citizens. Accessibility of meetings to all. Ease of frequent contact with all members of group.

Drawbacks: Apathy in some neighborhoods. Hostility in others.

CHURCH OR SCHOOL BASED GROUP - If your worship group or school includes a number of socially concerned members, making them the nucleus of a local action group can expedite formation of an action group. It can branch out into a larger community organization later if way opens.

Advantages: Members already know one another well. A structure for working together may already exist. A shared motivation may also exist.

Drawbacks: May be limited in numbers and possible appeal to community.

CONVERTING A SOCIAL GROUP - If you are a good salesperson, this is a challenge worth taking.

Advantages: Less sense of guilt about time spent enjoying fellowship with friends. A distinct plus, if successful, since group might otherwise pour no energies into socially productive effort.

Drawbacks: Temptation to lapse into non-productive habit patterns, leaving job half done and perhaps precluding more successful work by other groups who depend on you for leadership.

Taken from FNCL, Washington, DC

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